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ABSTRACT

The Cooperative Urban Teacher Education (CUTE) Program is an imaginative venture for preparing effective teachers for inner-city schools. Basic to the development of CUTE is the premise that a teacher acts according to how he/she perceives a given situation, and that these perceptions depend upon his/her earlier experiences. If accepted, this premise has significant implications for preparing prospective teachers to teach in the inner city schools. Unique features of the CUTE program are its high degree of inter-disciplinary cooperation, the emphasis placed upon teacher self-understanding, and the fact that is is housed in the inner city. Explosive education problems permeating inner city schools influence CUTE to help prospective teachers explore their basic beliefs and reinforce their feelings of self-adequacy. A fascinating aspect of this program is the diversification of the staff members. Voluntary student participation is another of its key aspects. In order to help students achieve self-identity the mental health staff established objectives which are discussed individually. They are as follows: resolving unresolved feelings, confrontation with professionalism, and a working knowledge of children. The student log is one of the requirements for participants of the program. Its purpose is to provide the instructional and evaluational staffs with student reactions to the program. Its structure is explained in the last section. (Author/AM)

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Now
I have known
Me

Report on Mental Health Aspect of Cooperative Urban Teacher Education Program

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The Mental Health Monograph, "Now I have known me," is fourth in the series of monographs concerning the Cooperative Urban Teacher Education program. Following are the other three, which are available upon request:

Innovation in The Inner City: A Report on The Cooperative Urban Teacher Education program, January 1969.

Cooperation: A Key to Urban Teacher Education, June 1969.

Curriculum Guidelines: Implementation of An Inner-City Teacher Education Program, October 1969.

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FOREWORD

Against today's background of campus unrest, civil disorders and political upheaval, other-than-spectacular efforts at social revolution may seem somewhat tame. However, the Mid-continent Regional Educational Laboratory is embarked on an exciting, if less attention-getting program of social reform.

The value system, mode of living and socio-economic order encountered in the inner-city are those of another world. Security guards at classroom doors, dropouts, pupil violence toward teachers, all attest to the obvious lack of communication between the two worlds — of pupil and teacher. The Cooperative Urban Teacher Education program was established some three and one-half years ago to better prepare ghetto-bound teachers to recognize and accept a culture foreign to their own.

Most teacher education programs make only a cursory nod in the direction of human relations. A minimum number of hours are required of the student in general psychology, sociology and mental hygiene courses. However, learning is an intimate affair with far-reaching effects. Thus, the mental health of the teacher is of the utmost importance, particularly where the teacher is part of a black/white interface.

The CUTE program is pursuing a course the Laboratory feels will enable the inner-city teacher to have a better understanding of himself, a healthy attitude toward the pupils he teaches and an awareness of his relationship with them. That the program is effecting this is evidenced in the excerpt from a log kept by a CUTE student: "Today I felt more than I have ever felt. In my heart I suffered with every one of the children . . . I don't mean in pity but in understanding . . . The unfairness of our world can't be explained, argued, but there's got to be something else but riots. I wish more people could have the experience I'm having."

This monograph reports the steps being taken by the Mid-continent Regional Educational Laboratory to provide a firm basis in mental health for students in the CUTE program.

Lochran C. Nixon, Jr.
Executive Director
Mid-continent Regional Educational Laboratory

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It is impossible to acknowledge individually all those who have made this monograph possible. Professional people from three program centers, over forty institutions of higher education and six school systems have worked tirelessly to insure the development of the Cooperative Urban Teacher Education program.

Special mention should be made of the six classes of Kansas City CUTE students whose experiences serve as a basis for this report. Without them the monograph could not have been written. Recognition also should be given to our colleagues in the Kansas City program: Emma Jean Clark, director and elementary education specialist; Manouchehr Pedram, secondary education specialist; Curtis Franklin, psychiatrist; Terry Carlson, sociologist. Edwin Price, M.D., Dorothy Watson, and Al Sargis are three former colleagues who helped to shape the program in the first year of its operation. Special recognition goes to the department of psychiatry at the University of Kansas for contributing the services of a third-year resident in psychiatry, Dr. JoJean Bidwell, who helped student teachers prepare case studies. Helen Coggs, secretary, contributed efficient preparation of the manuscript.

Student reactions presented here are in the original form; no attempt was made to edit them. Seminar transcriptions have been edited and condensed for understanding. In all cases names have been changed for obvious reasons.

G.C.
I.K.

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Introduction

The Cooperative Urban Teacher Education (CUTE) program is an imaginative program designed to prepare effective teachers for inner-city schools. The program has evolved from cooperative relationships between the Mid-continent Regional Educational Laboratory and 13 liberal arts colleges in Missouri and Kansas, and the public school systems of Kansas City, Missouri and Kansas City, Kansas. The program has since grown to include 39 public and private institutions of higher education, four public and two parochial school systems; and, presently, provides a semester field experience for prospective teachers of three urban sites in the Midwest.

A growing interest in program activities has ensued from outside the region. During the past year, the consultant services of Laboratory staff members to aid proposal projects, based on Cooperative Urban Teacher Education concepts, have been requested by various institutions of nearly a dozen metropolitan centers. In February 1970, the program received an award from the American Association of Colleges for Teacher Education for distinguished achievement in teacher education. One of the concurrent sessions of the 1970 AACTE convention was devoted to an explanation of its operation. This recognition has generated further interest among the growing number of educators concerned with the paralyzing urban school problems.

Basic to the development of the CUTE program is the premise that a teacher acts according to how he perceives a given situation, and that these perceptions depend upon his interpretation of earlier experiences. If accepted, this premise has significant implications for preparing prospective teachers to teach in the inner-city schools.

Generally, prospective teachers have these characteristics in common. They are from the middle-class strata of society, are upwardly mobile, attend teacher-education institutions staffed by individuals with similar backgrounds, encounter curriculum which generally perpetuates middle-class life styles, become equipped to teach pupils from similar backgrounds. But, the culture these people encounter when they accept a position in an inner-city school is vastly different. Conflict in life styles may result in traumatic experiences for both teacher and pupils, and may well preclude the possibility of effective communication and mutual understanding. As a result, teachers may tend to see pupils as shiftless, lazy, dishonest, disrespectful, and immoral. Pupils are quick to sense these feelings, even if they are not verbalized, and are likely to become either antagonistic or apathetic. The teacher becomes disenchanted, the pupils alienated.

If this lamentable situation is to be corrected, it seems necessary that prospective teachers be given experiences upon which to base realistic perceptions concerning the environment and life styles of inner-city children. Intensive preparation related to the

psychological and sociological needs of inner-city children must be an essential, integral part of pre-service educational programs if teachers are to reverse the trend of the disintegration in the inner-city community and the wastefulness of its human potential. Therefore, as a basis for planning the Cooperative Urban Teacher Education program, certain underlying assumptions set directives for curriculum content and structure of the program.

Since schools are a potent force in promoting aims of a society, our educational systems should contribute to the effective operation of a democracy. If education is to be effective in a democracy characterized by change and individual participation, our schools are obligated to assist pupils in developing the ability to make intelligent decisions.

Authoritarian procedures necessary in a totalitarian society seem highly inappropriate in a democratic setting. The purpose of education in a free society is not to "give" pre-fixed answers to pupils, but rather to "teach" them how to solve problems which may confront them now, or in later years. Instead of memorizing facts or particular expressions of ideas, the pupils should be learning to investigate alternatives or varieties of proposed solutions — an approach that does not lessen the necessity for broad intensive study of accumulated knowledge. Conversely, this approach has wider application because facts are synthesized and used to reach appropriate decisions in the solution of problems.

Such a program would modify considerably the classroom role of pupils and present situations where answers are not immediately apparent. It would be necessary for a pupil to pause, look for possible solutions, then, with the available information, reach whatever conclusions are warranted. Instead of accepting passively the pronouncements of the teacher, pupils should be encouraged to question, search, reflect, perceive relationships and reach defensible conclusions. In short, pupils must come to feel increasingly responsible for their own intellectual, social and emotional development.

This kind of educational program has obvious implications for the preparation of teachers. To be successful, a teacher cannot be guardian of the status quo or architect of an ideal future social order. Neither can he assume the role of an "interested bystander" who merely coordinates the creative endeavors of individual pupils. He must present information, raise new questions, and help pupils reach conclusions in harmony with the judgmental criteria that are taken to be applicable. He becomes the director of a continuing research effort in which pupils share a progressively increasing responsibility.

Perhaps even more important, the teacher must serve as a model with whom pupils can identify. He must know both himself and his pupils so well that he can permit them to use his emotional strength to develop into independent, mature individuals. Perhaps, Cantor (1953) best summarizes this facet of a teacher's

role by saying.

> **Teachers above all else, must care about their pupils. They best show this solicitude, however, by keeping their own anxieties and tensions out of the lives of their pupils. The classroom is not to be used as a clinic for the therapeutic release of the teacher.**

Despite their best intentions, insecure and inexperienced young people cannot hope to be successful in this role. Unfortunately, existing teacher education programs generally have failed to provide experiences designed to foster feelings of self-adequacy in prospective teachers, neglected to introduce prospective teachers to the desolation of inner-city existence and have not encouraged the development of teaching skills appropriate to the needs of inner-city pupils. Thus, the majority of teachers graduated from teacher education institutions are not capable of dealing effectively with the educational problems and psychological blight menacing victims of deprivation. As a result, the individuals responsible for developing the Cooperative Urban Teacher Education program assumed that a prospective teacher for the inner city should:

> **Understand his own and his pupils' environment and culture.**
>
> **Understand his own and his pupils' attitudes, insecurities, anxieties, and prejudices.**
>
> **Understand and possess competency in inquiry teaching methods for inner-city learners.**

The preparation of a teacher with these capabilities within one semester is a demanding task. An interdisciplinary instructional staff — a mental health specialist, a sociologist, and teacher educators — organized objectives relating to teacher understandings, attitudes, and skills into a curriculum framework suggested by research being done at the University of Texas Research and Development Center.

Although traditional programs provide course material related to an understanding of children, practically nothing has been done to assist prospective teachers in understanding themselves.

Unique features of the CUTE program:

> **The program is housed in the inner-city. Although students enroll at their home institutions, they come to the city for the 16-week field experience. The urban community becomes the campus and various community agencies — educational and non-educational — become laboratories for learning.**
>
> **A high degree of inter-disciplinary cooperation in the execution of the learning activities characterizes the program. Any given seminar session may view a single field experience from the vantage point of its sociological, psychological, and educational implications.**
>
> **Perhaps most significant, teacher self-understanding is given more emphasis than is usually done in existing teacher education programs. Psychiatrists working on the CUTE staff offer a unique contribution to this previously neglected area.**

The Struggle for Identity

The teacher's understanding and acceptance of himself is the most important requirement in any effort he makes to help students to know themselves and to gain healthy attitudes of self-acceptance.

Jersild (1955)

Compelling evidence reveals that most teachers do not naturally possess self-understanding, nor do they acquire it during their college years. John Holt (1964) in his popular book, How Children Fail, paints a depressing picture of teachers' attitudes toward pupils and themselves:

> **We adults are not often honest with children, least of all in school. We tell them, not what we think, but what we feel they ought to think; or what other people tell us they ought to think . . .**
>
> **Worse yet, we are not honest about ourselves, our own fears, limitations, weaknesses, prejudices, motives. We present ourselves to children as if we were gods, all-knowing, all-powerful, always rational, always just, always right. This is worse than any lie we could tell about ourselves.**

In a recent survey reported in a popular magazine it was estimated that each day three million pupils are exposed to teachers who are so disturbed they should not be around children. The results of this survey are a severe indictment of teacher education programs. According to the author Bard (1969) the problem has been largely disregarded by teachers' colleges. He quotes Dr. Sheldon R. Roen, head of the psychological consultation center at Teachers College, Columbia University, who said:

> **We should be far more concerned than we are. I don't know of anyone who's studied the problem although you'd think this is the sort of thing we would naturally be interested in.**

Indeed, one of the major unsolved mysteries of our times is why higher education has failed to become intimately concerned with the problem of mental health of teachers. Even though men such as Jersild, Kelley, and Rogers have lamented for many years that this aspect of teacher preparation has been sadly lacking, teacher education has made little use of the insights derived from the fields of psychiatry, mental hygiene, social work, and counseling. School systems must share equally the blame for ignoring the mental health problem. After citing specific instances of mentally unfit teachers, Bard charges:

> **Most often there is no psychologist or other third party to rescue a troubled student from the teacher who may be the cause of the problem. Usually the maladjusted teacher**

continues unchecked for years, protected by principals and supervisors whose first loyalty is to the system.

Undoubtedly a majority of teachers are mature, emotionally-stable individuals. However, a profession, as important to the welfare of individuals and society as teaching is, can ill-afford to ignore this problem. Unfortunately, too many schools appear guilty of adopting an ostrich-like stance. The survey continues:

> **The schools pay lip service to mental health, teachers take courses in it, and a "week" is named after it. But the actual mental health of teachers is generally ignored. Anyone who raises the question runs the risk of becoming a pariah to teachers and teachers' organizations.**

When the general problems of mental health among teachers are considered, evidence indicates teachers assigned to inner-city schools confront special problems of great magnitude. Beginning teachers, sometimes influenced by their college instructors, may hold a negative view toward inner-city teaching. Strom (1965) charges:

> **Some beginners in education feel that prospective working conditions (in slum schools) lack elements vital to their satisfaction and morale, such as small classes, an attractive building and ample free periods. An absence of status, recognition, and esteem complete the dreary outlook.**

The question may be asked whether the elements mentioned above should be vital to teacher satisfaction and morale, but little doubt exists about contributions these elements make to job satisfaction. Furthermore, student teachers' perceptions of inner-city conditions appear to be accurate. One report (Schrag, 1967) provides the following information:

> **In the metropolitan areas of the Northeast, according to a recent U. S. Office of Education survey, 49 percent of Negro children attend high schools more than forty years old (as compared to 15 percent of the whites); these schools have a median of 35 children per room (28 for whites), and they offer each student fewer resources — language laboratories, library books — than their white counterparts. In city after city the Negro schools are the most poorly equipped, the oldest, and the most crowded. The teachers are ill-trained to work in the slums; the facilities, dating from an older era are inadequate; and their buildings are decaying, remnants of several ages of neglect. Most important, perhaps, is the fact that the teachers — and the system they serve — are conditioned by attitudes as archaic as the buildings in which they work.**

Understandably, beginning teachers, who are penalized by little or no preparation in teaching impoverished children and who receive inadequate supervision while teaching in a foreign and

frequently hostile environment often lose whatever idealism they might have possessed and flee to the suburbs.

Mrs. Kay Field, director of a special in-service program designed by the Chicago Institute for Psychoanalysis to remedy the inadequacy of teacher preparation for inner-city schools, makes these observations about the problems a beginning teacher in the inner city faces:

> **Teaching in the ghetto school . . . has become a lonely, overwhelming task. Yet the teacher must deal with each child as a child – no matter what culture he comes from, no matter how bizarre his behavior. We are too apt to forget that such children are individuals, not sociological case histories.**
>
> **With what she learns here about the behavior and emotions of the child (and, not incidentally, about her own), the teacher should be better equipped to handle fear, frustration and hostility. She can be freer to teach – and the child freer to learn.**

These explosive education problems permeating the inner-city schools have influenced the Cooperative Urban Teacher Education staff's determination made at the outset of the program to help prospective teachers explore their basic beliefs and reinforce their feelings of self-adequacy. Initial attempts to develop this mental health aspect of the CUTE program were sometimes naive however, as students, with the staff's assistance, began accepting the challenge to face themselves, encouraging results occurred. The participating students are liked, wanted, and accepted by the CUTE staff – an important feature characterizing the mental health aspect. The staff believes with Combs (1962) who best states the basis for the mental health format of CUTE:

> **People discover their self-concepts from the kinds of experiences they have had with life; not from telling, but from experience. People develop feelings that they are liked, wanted, acceptable and able from having been liked, wanted, accepted and from having been successful. One learns that he is these things, not from being told, but only through the experience of being treated as though he were so. Here is the key to what must be done to produce more adequate people. To produce a positive self, it is necessary to provide experiences that teach individuals they are positive people.**

Although the CUTE program has expanded to three training sites, this report describes activities at the Kansas City center, where program development originated. Discussion covers composition of the staff and characteristics of students, outlines experiences staff and students shared while achieving mental health goals, assesses what impact experiences in the program had on prospective teachers and their pupils.

Two Sides of The Coin: Staff & Students

Individuals enter the teaching profession for reasons both varied and obscure. Certainly it is not a selfish occupation. Obviously, there exists more than a desire to "take charge" or be the center of attention, or else the person would be an ineffective teacher. The great satisfaction derived from reaching and affecting the development of children, and being for them an identification model cannot be denied, but this entire subject has been given minimal study. Until only recently has research on desirable teaching behaviors been done, affording little guidance for educators to determine which personality types will become successful teachers and fulfill the demands of the education profession. The following fourteen virtues are what S. R. Slavson (1937) feels are necessary to become an effective educator:

Psychological insight.

Socialized personality.

Intellectual hospitality.

Respect for the personalities and views of others.

Broad social interests and an evolved social philosophy.

Capacity to allow others to grow intellectually at their own pace.

Emotional maturity.

Cooperativeness.

Resourcefulness.

Creativity and respect for the creativity of other people.

Love for people.

Cheerfulness and evenness of temper.

Knowledge.

Humor.

The foregoing list is not only impressive; it is awesome. It is difficult to imagine one human being possessing all these qualities. The very fact that such lofty ideas are even mentioned serves to emphasize the great demands on teachers and the qualities they must possess to teach youth. The high level of importance attached to these qualities is as it should be, when one considers the most important resource of any nation is its children.

Shared Dedication

A fascinating aspect of the CUTE program is the diversification of the staff members — two educators (an elementary and a secondary specialist), one sociologist and two psychiatrists. The

staff might be viewed as a small "United Nations" because of their varied ethnic origins and diverse backgrounds: One native Iranian, two black Americans, a first-generation Russian-American, and a second-generation American of Swedish ancestry. This elimination of regional provincialism and encouragement of cultural pluralism is further enhanced by religious preferences of the group: Catholic, Jewish, Moslem, and Protestant.

Only the two educators have traditional teacher preparation backgrounds. One staff member received his professional training abroad, one is a product of eastern universities and three were educated in the Midwest. The director of the Kansas City program is the elementary education specialist, a woman; other members are men.

Age, temperament, socio-economic background, religious affiliation, racial and ethnic origin, may vary among the group members, but important traits are held in common. The high personal regard which group members have for one another may be a matter of chance. More likely, it reflects a feeling of kinship that continues to grow as individuals committed to a program of this nature work together. The group is structured so that each individual has his own area of specialization and responsibility. However, as a group they operate in a cooperative, non-authoritarian manner. For example, opinions are expressed freely. Both staff and students have established such a climate of openness and freedom of expression that visitors who frequently attend seminars are struck immediately by the frankness of the conversation and the willingness of all participants to discuss inadequacies, uncertainties and failures.

The fact that some staff work full time, while others are on a part-time basis, does not seem to affect a willingness to share responsibility for the program. The staff is hardworking, ambitious, and act together, not for personal and self-glorifying achievements, but to make an impact on the student teachers in the program, influence the education of disadvantaged children and improve the educational system. Such goals have been verbalized by group members and recognized by students. After one week in the program, a young woman recorded in her log a reaction stated frequently by others: "He (seminar leader) seemed so concerned with us and willing to help in any way."

Dedication to the teaching profession is revealed in observation of the staff members. Each member has had teaching experience: elementary and secondary schools; undergraduate and graduate college programs; professional medical and postgraduate psychiatric residency-training programs. Only the educational specialists have had formal training in education methods and theory, but perhaps it is the staff's shared devotion and motivation to teaching which makes them function as effectively as they do.

The education specialists came to the program from inner-city public school systems. The sociologist taught undergraduate

sociology courses in an essentially rural-oriented, midwestern college and followed this experience with an intensive, two-year apprenticeship in the inner city. One psychiatrist is a qualified psychoanalyst, who practices psychoanalysis and psychotherapy in private practice; the other is a teacher, clinical supervisor, and psychotherapist in a community health center. In the past these two enjoyed a student-teacher relationship and fortunately, when expansion of the mental health effort became necessary, the teacher recruited his former student to the program.

It is difficult to determine what factors motivated these people to join the CUTE program, but possibly the initial reaction by one psychiatrist illustrates a feeling shared by all:

> **I got into this program because I not only fell in love with the idea, but first I fell in love with the bunch of kids that I saw. The request for a mental health teacher was made to the psychoanalytic group of which I am a member. At a meeting we considered the request but found everyone too busy to assume the responsibility. We decided to write a letter instead saying, "Sorry, we don't have time." I thought I'd go down and talk to the man. It seemed the least I could do was to refuse in person. So one day, when I had time, I met G_____ and he told me about the program. The students were being taught by a psychoanalyst who drove about 250 miles round trip twice a week to hold seminars. This was too much strain for him and a local replacement was being sought. I never got a chance to say, "I'm sorry, we don't have time," because after we had chatted about the program a bit, he asked, "Would you like to see what we are doing? The group is just about to start a session now. Would you like to join us?" Seconds later I found myself being introduced and listening to some 22 bright, alert, good-looking college kids talking with their seminar leader. It made me feel good to be with them. They were so alive and lively, questioning and talking back and forth. It was great! I fell in love with them right away. The idea appealed so much to me that I was unable to say no. Somehow I knew I would make time in my schedule that I didn't have.**

CUTE staff members teaching in the program hold strikingly similar points of view about the importance of teaching. They are convinced that education as a means to help resolve many of the problems in our national life should have high priority. A prospective teacher coming into the program is a priori, someone special to the staff. The motivations that lead staff teachers to accept the challenges and remain dedicated to the program, even at a considerable sacrifice of time and energy, may be similar forces leading students into the program. It is no wonder students are considered as "special" people. Each in his own way may serve

to validate the meaningfulness of the professional lives of participating staff.

Convictions held by CUTE instructors and the philosophy which makes the program a cohesive force is best expressed by Ekstein and Wallerstein (1958)

> **The best teachers . . . will be those who, beyond their secure skill which they teach and beyond a need to proselytize, are capable of offering real choices to their students on the road toward mature . . . self-realization. They will be teachers who do not need to over-identify with their students but rather can identify fully with the process of teaching itself. They do not seek extensions of themselves in their students, although they will be deeply gratified if they have taught successfully. The most successful teacher will be the one who can help independent minds to develop, and who may then find that some of his students may later be his friends and his co-workers. Teachers should get their deepest gratifications not from the fact that their point of view prevails, but rather that they have developed methods of teaching which insure growth in knowledge and guarantee collaborators who stimulate them to test and to further develop their . . . assumptions. The best teachers will be eternal learners, and as such, they will help their students to identify with their activity and their own process of constant growth, rather than with static opinions that become frozen dogmas of limited usefulness. Teaching and learning are then the mutually interdependent two sides of the coin . . .**

Daring To Be Different

Voluntary student participation is a key aspect of the CUTE program. Prospective students may have learned of the program from CUTE staff members, their faculty members or former CUTE students — the most effective recruiters for the program. Special students are not recruited by CUTE staff members. The impetus to enter the program comes from some inner feeling or impulse on the part of the student himself. Students have already enrolled to teach in some teacher education program, but by volunteering for the CUTE program they are committed to teaching in a very special situation. This additional impulse to teach the underprivileged, the poor, the physically, psychologically and sociologically handicapped is not a factor to be overlooked or minimized in importance.

An operating principle states that applicants shall not be screened for fitness to participate. Instead, certification is submitted by the cooperating institution that the student meets program requirements. All students are accepted within the capacity of programs. It is apparent that dangers may result without screening procedures, but at this time the staff does not feel sufficiently

confident in its ability to determine tenable screening criteria and, thus, cannot establish suitable restrictions.

Now after nearly three years of the CUTE program, some inferences can be made about the students based on the innumerable intimate contacts. Those individuals who might apply for work in Peace Corps, VISTA volunteers or the CUTE program exhibit more concern for society's problems than the traditional minded, fraternity sorority types and seem to have the ability to make such work a personal issue. They dare to be different. They explore beyond the limits of their own culture, environment and established values. They not only dare to be different in what they think and feel about social situations, but have a deep desire to redress wrongs, inequities and unfairness. One participant verbalized this attitude:

> **Maybe I should run, but everyone is running from these problems somehow. I can no longer think about my own personal work, my reading topics, my visitations. My whole thought pattern is geared toward the deprived people, their children, their homes, their help and their hope. My only escape is to my classroom and the beautiful people in it who somehow don't really seem to be the same people outside the schools. But they are.**
>
> **More and more I grow thankful that I am in the CUTE program. It is changing me, my life and my values and my outlook. I only hope that this experience doesn't lame me or cripple me by making me hate the idle and the head-turners and the eye-closers and those who accidently cause these problems down here. I want to hear everyone's views, likes and dislikes. I fear shunning more than violence. I don't like to hate the rich.**

CUTE students are critical of the traditional formalized educational programs which they feel are not "relevant" to the social realities of the times. They say college faculty members have donned social blinders and are insensitive to contemporary society's pressing social problems. The feeling is reflected by a student who said:

> **When I came into this program I thought I knew quite a bit about how I was going to teach and how I felt. I had a pretty good background as ( ) College does stress urban education. But you know something, my thinking was surface level only. Oh, how I wish every teacher could go through this.**

Another comment was even more direct:

> **As far as teacher education goes, I think it is a darn shame all education courses can't seem to mean as much, be so vital, on each campus. I can heartily agree that college education courses are "mickey mouse" - being in CUTE I've lucked out.**

The desire to resolve a kind of struggle within themselves seems to be basic to their reasons for volunteering for CUTE. A reasonable inference is that these young people hold healthy doubts

concerning indoctrination of parental values and virtues of their middle-class life style. "I find myself continually asking, 'What am I doing here? What exactly is my purpose? Who am I?'" . . . a statement made by one student and typical of many participants' remarks at the beginning of each semester. Later, students seem to resolve these questions.

Most students have middle-class, white, Protestant backgrounds, and generally, have experienced little contact with black people except as domestics in the home or in impersonal dealings. Many have never had contact with minority group people, experienced poverty, associated with kids from poor families. Nonetheless, they are aware of social ills and are determined to correct inequities.

They seem to reject teaching in suburban schools and feel suburban children do not deserve the well-staffed schools, endowed with a wealth of modern equipment. They speak of these situations as being "too tame." They want to be where it is tough — where the real problems are. After substitute teaching a few days in suburbia one CUTE graduate phrased her feelings succinctly:

> **I can't believe how sensitive and easy to manage these students are — it's like peaches and cream — no challenge at all! I am anxious to be called by an inner-city school.**

The feeling that success in an inner-city classroom is preparation for the toughest situation in any school is shared among them.

Many students volunteer out of a "healthy wish" to contribute toward improving conditions of those enmeshed in the ghetto's hopelessness. Ever though such a "healthy wish" is usually a balance between altruistic and selfish motives, it would be difficult to say that students' motivations are always derived from their awareness of the social problems and their expressed desire to do something worthwhile about them. Perhaps some are motivated by a vague sense of guilt, illustrated by the story of the Indian who picketed the halls of Congress with the message: "Custer died for your sins." Others may feel a neurotic need to give or do. When neurotic conflict is involved, the outcome is usually unsuccessful; neither the giver nor the receiver benefits.

Generally, neurotic needs cause over-reaction by student teachers in an intensely personal way toward work and the inner-city people they confront. Instead of dealing appropriately with the personal situation as it arises, they will over-react. An example of a student attempting to over-compensate and expiate guilt happened at the beginning of one semester when an attractive, upper middle-class, suburban girl withdrew from the program. Her primary reason for withdrawal was that the pupils did not greet her with open arms or express enthusiasm in response to her desire to bring them the blessings of formal education. Such neurotic motivations disappoint the student, is likely to harm the

pupils, and may lead to exploitation because the situation is dealt with unrealistically.

Experience shows that some students volunteer to shock their parents and rebel against a sheltered, middle-class environment. One student exhibited evidence of such an attitude by reporting:

> **At the home front it's tense — my first issue of the "Call" (a black newspaper) came while I was away so I was pretty happy and very surprised when I came home and saw my Mom reading it. Of course, I was more surprised to have my Dad look through my Black Panthers' papers Sunday afternoon. They still are very frightened of my safety within the program.**

A more extreme example was demonstrated during the final evaluation session by a girl who related various actions she had taken to upset her parents. She knew her family was disturbed by her behavior but continued to behave in an excessive and provocative way toward them.

A few students have chosen the program for pursuing a liberating struggle which has become so intensely personalized and neurotic that it makes them less than suitable teachers. Their intense interest in criticizing and protesting the "education establishment" apparently outweighs their desire to teach more skillfully those very children they profess to care about. Some of these very bright young people who were intent on destroying the established order and were distrustful and resistful of all forms of authority, could not even exist comfortably in the flexible atmosphere of the CUTE program. The following comments reflect their bitterness:

> **They are asking and training us to participate in a corrupt system which desperately needs change. The staff does not emphasize this aspect, if anything, they discourage radical change.**

> **Personally, the thing that should concern you all is the personalities of we CUTE members who are supposed to be prepared to teach in the inner city. And, since I don't feel from my observations that any of you would be outstanding inner-city teachers, I don't know where you think we are receiving our guidance . . .**

> **I have a feeling that when evaluation time comes, I am going to receive a lot of back-biting from you all - but that is only an indication of one of your many weaknesses as far as I am concerned. As far as recommendations for teaching go — I have two professors at the college that can give me all of the assistance I'll ever need. Sorry to disappoint you all.**

The conflicts students exhibit indicate the struggle they go through in attempting to become adults, independent of their parents. Most young people in the program feel a need to protest inequities of present social conditions, but some are better able than others to resolve the conflicts they confront. Successful are not the protesting students, who go against parental attitudes nonconstructively as the much-publicized "Flower Children" do.

but the dedicated ones who play a constructive role in discovering solutions to the inner-city problems. One of the healthiest approaches to the struggle was realized by the student who said:

> **For the first time in my life I'm really becoming involved in something, not just superficially but with total involvement . . . I finally got it into my head that "partying," "philosophizing," and calling myself a "soul-sister" isn't enough. I've got to get down to where it's happening.**

Such expressions of self-understanding support the staff's deep and unfaltering conviction that emotionally mature teachers are indispensible if inner-city school problems are to be remedied.

Self-knowledge: A Prerequisite

The conviction that an insecure teacher is incapable of fulfilling adequately the role of a professional teacher is fundamental to the development of the mental health curriculum. Prospective teachers have been provided with knowledge of educational theories and methodological skills, but little attention has been paid to the human elements involved in teaching. The teaching-learning process involves people in the classroom and the "human" aspects refer to both teacher and pupils. A competent teacher, who can reach his pupils and motivate them to learn, also must be an emotionally mature person. He must know himself — his strengths, weaknesses, prejudices, attitudes toward authority, and characteristic ways of coping with life's problems. Self-knowledge is a prerequisite to understanding pupils and encouraging them to grow toward self-understanding and self-mastery.

Since teachers are more than just purveyors of facts, examiners of factual content, and disciplinarians, considerable attention must be paid to the total personality of the prospective teacher. After parents, teachers are the most important adult identification figure in a child's life. It may be a slight exaggeration, or none at all, to say it is more important what a teacher <u>is</u> than what a teacher <u>knows</u>.

In order to help students achieve self-identity the mental health staff established objectives to:

> **Assist prospective teachers to discover and discuss unresolved feelings about themselves and their relationships with those around them.**
>
> **Support prospective teachers personally and professionally and to help maintain their morale at an optimum level.**
>
> **Teach prospective teachers as much as possible about the emotional and psychological development of the child.**

Each objective will be discussed separately. No rigid structure for attainment of objectives was required; but, since students must first alleviate their feelings of personal inadequacy before they can show realistic concern for others, the first objective had priority during each semester.

<u>Objective I</u>

Resolving Unresolved Feelings

Students usually start the semester by undergoing a sometimes painful scrutiny of their feelings toward themselves and their close associates. Initial meetings reveal a multitude of personal anxieties poorly concealed behind a facade of post-adolescent confidence. Students' reactions, either written or from seminar

tapes, reveal the intensity of their feelings. Typical expressions of insecurity and inadequacy when attempting self-examination are:

> **I have a domineering, opinionated personality. I'm concerned that I take the best advantage of these characteristics in the classroom. Yet I know that I must really play them down. I want to be sure that the kids don't feel squelched.**
>
> **I am concerned with being open-minded about attitudes, values, and behavior of pupils with a different background from mine.**
>
> **I am concerned about myself — can I make it through? This program is one of the best things for inner-city teachers, and I want very much to do my part — but, <u>can</u> I do it?**
>
> **I am dominant and aggressive, are these qualities going to scare people away from me?**
>
> **My main concern is I'm scared!!! Which is probably natural . . . will I be able to do as good a job of teaching as I would like to? I'm just plain scared and apprehensive.**
>
> **I'm very much concerned about personal hang-ups. It seems all I have suppressed as a child is coming back! Insecurity, parent divorce, self-confidence, etc.**

The mental health seminars, like other aspects of the program, are conducted in a far different climate than participants have experienced in the past. No apology is made for the huge amount of work to be done, material to be mastered, or requirements and deadlines to be met. Yet, efforts have been made to minimize, or eliminate, the usual authoritarian structure so prominent in usual teaching-learning experiences. At the first seminar students are told they will have an opportunity to discuss concerns in relation to initial program work and later, student teaching assignments.

During initial meetings students react strongly to the strangeness of the new environment, make tentative explanations of their behavior in terms of their backgrounds, and invariably encounter difficulties with intra-group relationships.

Illustrative of initial reactions to these experiences are the following excerpts taken from early seminar meetings:

> **I feel very excited and stirred-up. I'm extremely anxious to become as physically and intellectually involved as I am now emotionally and psychologically involved. In this situation we are forced to think and express ourselves. I welcome this as an opportunity to become "involved" and at present I feel very much involved.**
>
> **My present concern is that I hope — after class discussions, reading books and magazines, and field trips — I will be able to understand these problems through the entire person of (himself). Only by knowing myself in relation to all stated problems will I be able to become a good teacher.**

Every effort is made during these seminars to be candid and open with students, in turn, students are requested to do the same with each other and the staff. Students are told they may express verbally any attitude, thought or feeling they may have. They are told these expressions will be taken seriously and, if necessary, will be kept in confidence. No effort is made to exclude other staff members or visitors; however, at times when students have been reluctant to state candidly points of view about a staff member who is present, the seminar leader informs the group, "This is your seminar and if anyone hampers the free expression of your ideas, they will be invited to leave." The same rule applies to the recording equipment used to tape discussions for research purposes. After the reasons for using the equipment are given, the group is asked about their feelings toward its use. The explanation is accepted initially, perhaps because students are accustomed to accepting whatever is offered them. They are assured that the machine will be stopped whenever it becomes apparent that someone is hampered by its presence. Occasionally the recording equipment has been turned off; infrequently a staff member has been asked to leave.

The seminar leader acts as a "traffic regulator" so that discussions can proceed smoothly with all participants encouraged to express themselves fully. In spite of the attempt to establish a climate of freedom and openness, acceptance is not always universal. Instead, a few students are actually skeptical as is shown in the following statements:

> In psychology seminar the discussion was entirely too loose! Kids were tossing around theories in lieu of "absolute truths" and using undefined words like "system" and "bureaucracy."

> Our psychology seminar didn't seem to accomplish anything. We all waited for Dr. _____ to speak and he waited for us. None knew where to begin . . . Everybody was dressed so neat that I was wondering whether we were in the inner city or at a banquet.

> I really didn't like all the pep-talks that were given . . . The day ended and I was skeptical.

Others appeared threatened by the experience and tended to reject the proffered freedom:

> For some reason the psychological seminar was okay but Dr. _____ just turned me off. I'll try to be more tolerant and give him a chance. I have a habit of pre-judging . . .

> I was happy to have met the psychologist. I have never spoken to a "Dr." before . . . This was a "crisis" in life. He is going to be my challenge.

There were other students who accepted the proffered freedom with enthusiasm, reveling in its promise. On such student said:

Dr. _____ is great!!! I luv' im! Maybe this semester is going to have some bright spots after all. He is out to make us use our heads even if we don't want to. I imagine I'll learn a lot from him.

Frankness in seminar discussions was found to be an important contribution to growth in self-awareness. The following excerpts show the honesty with which students grappled with their feelings during one particular session:

DAVE:

Well, even in seminar, you said we should learn to understand, to listen, and all that kind of thing. I get the feeling that you white people think the black person should all the time be understanding and accept the hurt and listen to what's going on. I can't see why the black person should do this all the time and why the white person doesn't need to.

PHIL:

That's where the whole thing came from, because whoever it is that turns Dave off might be to blame but I don't think it's all of us. I think it's just a few people and I don't think we can generalize and say all of us have this feeling. But there is a problem because we are attempting to understand. We are trying to understand a culture that we have not been a part of. We've been stuck in a big, white ghetto all our lives.

DAVE:

Well, I understand that, I mean . . .

GWEN:

We have to understand as white people, and if we are trying to understand the difference and trying to bridge the color gap, and realize there really isn't a difference, then why, in return, can't you?

DAVE:

I would meet you 50-50 but not way over, like maybe 75 per cent.

GWEN:

Well, I think that's what I'm talking about.

DAVE:

But this has been going on for years in the United States. The black man has to come up and meet the white man on his own terms. I don't agree with that. I think if you really want to learn about the black community, you have got to get down there and learn it. If you want to learn from us, we shouldn't always have to meet you on your terms. This is what I can't understand. Why shouldn't we

be hurt over the things that would hurt you? This is w. I can't understand. Do you see what I'm trying to say? Maybe you don t.

INSTRUCTOR:

Dave, I think maybe they are beginning to understand. The most moving thing I heard today was a statement from somebody who was sitting here and said, "You black kids have to help us . . ."

Although such confrontations could be traumatic, students in the program seem to have adequate strength to cope with the emotional stresses. Undoubtedly the staff psychiatrists play an important role. As one student expressed it:

> **Being able to meet with him and discuss problems . . . seemed to be quite beneficial. I think we are getting to the "why" of our feelings and the feelings of our pupils. It is a beginning.**

During the first few weeks, students invariably face a definite black-white identity crisis such as are expressed here:

> **I think the whole process could be described as a gradual cultural shock . . . I almost felt marginal — between the two groups. I thought I would feel threatened, but the warmth of the school personnel counteracted the first feeling of being lost.**
>
> **Can I teach black students even though I have no idea what it is to be black? Has the problem i.e., the race barrier in the light of black power movements, become so big that I (a white teacher in 1968) would be neglecting the needs of my black students if I taught them as human beings instead of teaching them as black youth who have a past and a future in being black? If the answer to this question is yes, then will I ever be qualified to teach in the black community?**
>
> **I feel funny right now — I'm going through a strange type of identification with the black community. I'm seeing the whole thing in a completely different way. I don't really understand it yet.**
>
> **The difference in our color no longer bothers me as it did the first day; in fact, when I went to go home I looked in the mirror to put on lipstick and saw my blond hair. I looked a second time as I had never thought about this difference. How really different I must have seemed to them. I asked Mrs. _____ if they had said anything about my being white on Monday, but she said they were more concerned about how I could be married and still go to school. Thank God for the mind of a child.**

Early in each semester the seminar leader usually has an opportunity to explain his teaching philosophy to the group. A student may arrive late or leave early, and typically, will interrupt the class, offering an excuse or an apology. The seminar leader has a chance to explain that attendance or tardiness records are not kept. He explains that he considers the seminars important

enough to attend, will be punctual, and hopes the students will feel the same way. Furthermore, if a student is late or leaves early, he will assume the student has more pressing obligations. The leader tells he feels each student is a responsible adult, who can make decisions about which things have priority. During the initial days (sometimes weeks) of the program, students seem unwilling or unable to accept this situation which gives them adult responsibility. At times students have misunderstood the philosophy and have absented themselves because they were tired, wanted to see a movie or shop. Occasionally, a student has come to only a few seminars, decided the material was irrelevant or that he could not confide in the seminar leader. One student reported: "I left before psychological seminar. I dislike Dr. _____ very much but can't pinpoint it."

Eventually, students who seem most threatened during initial stages or abuse the freedom offered, begin to realize they are hurting only themselves and decide to participate. Early in the term one student reacted with: "Psychology seminar has become for me an uneasy hour and a half. I fear there is a growing bitterness between me and Dr. _____." His feelings were reflected in irregular attendance for some time. Later he was able to say:

> **In the afternoon we had psychology seminar and I enjoyed it. We discussed our prospects in the teaching field. We also went into various apprehensions about teaching. There occurred some good discussions this past hour and a half.**

Another student, apparently feeling the need to explain his early behavior and the reasons for his changed attitude, wrote the following note to the instructor:

> **To tell the truth, I thought your seminars weren't worth the time and I'll tell you why: Girls like Connie, Gwen, etc., ruin the thing with their big mouths. I had no desire to enter into the conversation . . . Then came the turning point. I guess it was that thing with Hal. From then on I found meaning in everything you said and I didn't miss any more seminars.**

The seminars are "free-floating" discussions — students are free to state a problem, ask others for help and advice, or discuss professional, administrative or personal issues. A certain principle of group dynamics is operative, but experience would indicate that each group has been unique in some way. For example, in some groups considerable difficulty has arisen with polarization of personal issues between group factions. Sometimes feelings have run rampant among group members, causing cliques to question the sincerity of those who held opposite viewpoints:

> **During our seminars we are getting to know where everyone stands and it is depressing to see so many misinformed, bigoted,**

even racist people in a program of this type. Lack of knowledge is okay. We are here to learn, but what is a racist doing preparing for the inner city?

Basically, I think many of them (students) are immature in their attitudes. They want, want, want — and most of all want to dissent, to rebel against the system and all this crap.

I'm through with Connie. I refuse to have a friend that thinks like she does. I really thought she was for real.

Other times polarization of philosophical and psychological issues related to teaching behavior occurred. One faction became aggressive adherents of the "Summerhill" approach to education and appropriated considerable seminar time for its advocacy. They summarized their position by stating:

> **The conventional approach to education assumes that a child must be taught (i.e., forced to learn correctly) to become an a acceptable human being, while the radical approach assumes that the process of education more appropriately belongs to the child who will learn on his own what is necessary for his personal fulfillment.**

The other faction objected to the vigorous promotion of this viewpoint and promptly reacted. One of their spokesman commented:

> **I'm alarmed by the overabundance of idealism that has grown within the group. Ideas are very important and new ideas should never be downgraded or discarded merely because they are different; however, if ideas are voiced before the group, the ideas should pertain to the situation. For instance, we were given ideas from "Summerhill" . . . yet in the (local newspaper) there was an article relating to the idea that this type of school is a failure. If presentations or different approaches are to be aired, both sides must be presented.**

The group was further splintered by a third faction who confidently asserted

> **. . . Behavior modification is the backbone of Western Capitalism. A person (laborer) enters into a contingency contract to do a certain amount of work for a reinforcement which tends to accelerate that behavior . . . I'm not even a behavorist but I can't stand to see a field of knowledge bombasted with "mis-knowledge."**

Nearly every group showed initial fear that "honesty was not the best policy" and "teachers are not for trusting." Students apparently found it difficult to believe that instructors were sincerely interested enough in their problems to take time from academic pronouncements for discussion of students' immediate concerns. Feelings surfaced early in one semester when considerable tension developed among group members. In a teacher

education seminar, students insisted upon discussing their feelings toward one another as a result of experiences in the inner city. An extremely frank two-hour encounter resulted, but when the psychiatrist entered, the following dialogue ensued:

INSTRUCTOR:

I don't know quite what you want me to do. You say, "Gee, you should have been here this morning." But then after you start to tell me, you say, "forget it."

SUE:

Oh, well, you know, I just wanted to — I just felt like —

INSTRUCTOR:

You don't have to tell me. You can tell me to go to the devil.

SUE:

Well, I didn't mean to make you feel — I'm sorry. I meant I felt like, you know, if we start rehashing what happened this morning, it might hurt more now than help.

INSTRUCTOR:

I'm an old hand at this. Do you mean to tell me that you have come to the conclusion as a group that if you tell me what happened it would somehow harm the group? I sense a feeling of edginess on Sue's part — an attitude of, "Forget it, don't talk about it." Why would you have this attitude if you want to get at the truth? Do you want more understanding about your feelings?

GWEN:

Well, I believe that each one of us as individuals have our own way of attacking the problems of the inner city. I am afraid we have begun to feel very critical of other people's ideas, instead of being understanding. I feel that each one of us here has very good ideas. If we could just share these ideas and coordinate them instead of arguing and being very critical of each other then we could become a better and stronger group. We'd be more understanding. That's what I say.

INSTRUCTOR:

It may be a very good suggestion; however, it doesn't give me any clearer idea of what happened to the group here. I can say one thing, I'm very glad you can feel more like a group. I'm just glad that you feel better about one another even if you just want to say, "Look, we've discussed enough today and we will continue this at another time," that's okay. You don't have to feel edgy about it. It's your business. I don't have to pursue it now.

JANICE:

I don't think you really want us to tell you about the discussion.

INSTRUCTOR:

No, I want you to tell me but if you don't want to, you may simply say, "No, I don't want to tell you."

JANICE:

Personally, I think Sue made some good statements this morning about being yourself in the inner city, and they will accept you because people can recognize a phoney right off the bat. I think most of the people in the ghetto look on us as some kind of freaks or "missionary do-gooders." And I'm not sure we are "for real." I wonder if maybe some of us aren't being phoney when we go to the inner city.

AL:

We expressed our feelings this morning and aired them in such a way that now we are sensitive to each other much more than we were before. And I do have better feelings about it.

INSTRUCTOR:

That's marvelous, if you have a better feeling about one another, I think it's great. I wish I had been here to listen and see what happened because something important must have happened. Maybe you're tired of the subject.

SUE:

Well, we were tired of the subject but now since you really want to know, I guess I can give you a briefing on it . . . (laughter by the class)

In the general context of acceptance and understanding, both by their peers and by staff, most of the students manage to develop a greater degree of understanding and maturity. One enthusiastic student remarked, "CUTE kids make honesty work — honesty with self and others. Open, unapologetic. That's what I like!"

During the 16-weeks of twice-weekly seminars, students gradually learn about themselves and one another. They start to clarify feelings about CUTE, inner-city children and the ghetto community. In attempting to explain their viewpoints, the students become able to analyze and clarify; then, articulate and verbalize what their positions are on personal and professional matters. Finally, they can state reasons for their particular beliefs. In a frank statement of her experiences, this girl tells her perception of the problems:

First, there is something I think I have finally figured out — the deal about being black suddenly having a new dimension of beauty — I think I knew why I felt this way. The thing, and as far as I can see, the only thing that makes a Negro something special is the experience — the fact of life that our country is basically racist — and the astounding fact that so many people who are Negro can still maintain their integrity, can still be beautifully human in spite of the fact that much of what society does to them is aimed at rendering them incapable of the accomplishment . . . I think to appreciate life greatly and to love completely a person must be involved enough with life to be greatly hurt by it at times — something like a person's capacity for joy is proportionate to, and dependent upon their capacity for suffering.

Objective II

Confrontation with Professionalism

During student teaching experiences, prospective teachers are faced for the first time with professional responsibility. The sudden change from student to professional status creates a critical period, causing much stress during their student teaching experiences. For this reason, the staff supports these prospective inner-city teachers both personally and professionally in an attempt to help them maintain an optimum level of morale.

The special stresses operating in student teaching situations include:

Experience of being under close observation by the supervising teacher.

Knowledge that he is not yet a full-fledged teacher — may not have his own class, nor his own classroom, or even his own lesson plan.

Awareness of a "generation gap" or personality clashes which might exist between him and the supervising teacher.

Difficulty in being candid with a supervising teacher in whose hands one's professional future tenuously rests.

Recognition of the supervising teacher's limitations, e.g., lack of skill; no understanding or interest in the children, and prejudices or neurotic personality traits such as excessive defensiveness, rigidity, or anxiety.

It is essential that staff members empathize with the plight of students undergoing what is called "culture shock." Added to the anxiety of strange situations, students encounter feelings and behavior repugnant to them. Nor does everyone have the same zeal and enthusiasm they possess. Initial suspicion and antagonism by some inner-city residents may evoke emotional distress. Fortunately, the staff is immediately available for consultation when

crises arise. After the initial visit to her assigned school, one student said at a seminar:

> **I went to my school today and got acquainted. The principal was great. He took time to show me around and tell me about the school. I met the kids and I just love them! The one thing that bothers me, though, is that when I talked to my cooperating teacher, I asked her how she liked teaching at _____. She said, "Well, I've been here for twenty-one years and it was all right until the neighborhood started changing." Now, I'm scared that there will be trouble. She doesn't even like the kids. What kind of student teaching am I going to have with her?**

The seminar leader used her question to begin a stimulating discussion. Other students related their experiences, offered sympathy, and suggested counteractions for a potentially disastrous situation.

Staff and fellow student support is apparently significant in maintaining the emotional well-being of students, as one student illustrates:

> **My first day of actual observation and participation in the school in which I will be student teaching was most educational. I must admit frankly that I had some reservations about being a white student teacher in a predominantly Negro school. However, my cooperating teacher is a lovely person and now race is the farthest thing from my mind.**
>
> **One experience which left an impact on me concerned a little boy, who is in my second grade classroom. Larry seems to have a rather sketchy background as the parents have deserted and Larry and his brothers and sisters were all placed in different foster homes. This particular morning Larry and his foster mother came to see Mrs. (the supervising teacher) before the start of school. The foster mother was concerned because Larry (she thought) was uncooperative and unattentive to her commands.**
>
> **The teacher immediately started in telling what a poor student Larry was, how he was lazy and disturbed the class by his antics and by not paying attention in class. I must remind the reader that Larry was present during this entire session. I have never felt so sorry for an individual as I did for Larry; my heart went out to him. It seemed that the teacher as well as the foster mother failed to consider the feelings and sensitivities of Larry. He flinched and twitched during their entire conversation. I brought this situation up in our psychology seminar and I was happy to get the opinions of Dr. _____, the staff, as well as the class. An experience such as this must be dealt with very carefully because the most important thing to consider are the feelings of Larry. I think this was an invaluable experience for me as well as the other members of the class.**

Another student wrote about this same episode, commenting how the immediate problem was used to initiate a discussion

which expanded student thinking into other areas:

> **Today our seminar with Dr. _____ was something else! The problem Polly presented started our conversation. It eventually led to the revealed feelings of alienation, frustrations and insecurity of some members of the group. I think the major question in everyone's mind is — can we ever understand cultures other than our middle class! Are we trying too hard?**

Because the staff is vividly aware of these problems, they can be sensitive in understanding student feelings and helping them live through this crisis in their lives. An attempt is made to encourage an expression of their views, attitudes, and feelings about their experiences. After conveying that the students' reactions are to be expected, the staff reassures them they will be able to cope with these problems. Not only are these reassurances given in seminars, but frequently individual counseling sessions are held. The staff members realize this situation demands a far different teaching role than what is traditionally played in a college setting. Staff members do not post hours for individual conferences on their door as is common practice. The role literally demands that they be on call at all times. Emergencies — major and minor, serious and comic — have a distressing habit of occurring late at night. This role is not for the uncommitted; but for those who take it, the rewards are gratifying. Students develop trust in the staff, believing they will be given the personal and professional support needed to succeed.

Gradually, evidence of the students growing in emotional strength and seeking to broaden their perceptual horizons is revealed. The following experience related by one student shows his growing acceptance of problem situations:

> **Ever stop to really listen to the people who get on and off the bus at different stops? Are they going home, to work, to meet someone, to school, to get drunk, to walk the rest of the way, or shop? Are they alone, with a child, adult, peer, opposite sex? What do they talk about on the bus — their boss, their family, their hopes, their jobs, or themselves? Are they happy, sad, or just existing? Try listening to and watching the people on the bus and these questions are answered without your saying one word to them. Now, if you want to find out any "inside info" just ask a couple of questions and be ready for anything! For example, I asked, "What's the matter with the little fella?" A mother of a miserable-looking four-year-old answered, "He just saw his dad with his favorite little bitch!" I thought I would take that with a grain of salt but the lady went on to explain that she and her husband had been separated for three days and they had run into him accidentally downtown. From the look on the boy's face I knew she was telling the truth. The regular riders also are interesting because of the amount they can tell you about a neighborhood. By being friendly and open with them, they will soon begin to tell you things about**

a neighborhood you might not find out elsewhere. For example, a talkative little lady from the Pasee step informed me one day that her neighbor had been arrested for sodomy last night. The interesting thing about this is that this person lives just two blocks away from three of the children in my room and the same story came from one of them that very morning. She didn't know what the word meant, so she asked me. How do you explain sodomy to a youngster who knew this man and respected him?

A weekend "live-in" was arranged by the staff in an effort to expand students' outlooks. Under the direction of the sociologist and in cooperation with a local welfare organization, students were assigned to welfare homes on a cross-cultural basis. This activity also illustrates the manner in which a single field experience is used for different purposes. The sociologist was interested in students' getting a first-hand picture of social structures in the ghetto. The psychiatrist probed into its emotional effect on the group, provided support and assisted them in analyzing their feelings. The impact of the "live-in" is revealed in the following transcript:

INSTRUCTOR:

How'd it go?

CHARLES:

I was walking around the neighborhood with one of their little kids and everybody was asking him, "Is that your daddy?" He said, "That's the only daddy I got all weekend."

ELIZABETH:

Tell them where you slept.

CHARLES:

Oh, yes, one kid asked me did I sleep there? And I said "yes" and they were all shocked. Then they said, "Oh, did he sleep with you?" The little kid said, "No, he slept with Mommy." And the other kids really died laughing.

ELIZABETH:

There were eight kids, seventeen-years-old and down in my family.

INSTRUCTOR:

How many people were in your family, Jerry?

JERRY:

There was . . . I lost count. (laughter) She had three daughters, a son, three grandchildren.

ELIZABETH:

Our house was more broken down than Carol's or Pam's was. The mother had been sick, too. She was only 43, but 43 and having eight kids and trying to keep up the house and keep the kids out of trouble.

MAXINE:

Dorothy and I were going to be living right across the street from each other so Dorothy decided to go and meet the family that I was going to be living with and we walked in the door and the five-year-old boy and the other one was seven and I said, "Hello, how are you?" and the little boy said "I don't like colored people." The lady said, "This is Maxine and this is Dorothy. Maxine is going to stay with you." And he said, "I don't want her, I want Dorothy. I don't like colored people." So Dorothy left and I sat next to him and said, "Why don't you like colored people?" And he said something about "They're mean and they're bad." I said, "How do you know?" "I just know. They sit on backs of busses." Five years old — and he said, "I just know they're mean." I told him that they were not mean either. And he asked, "Are you going to stay here tonight?" I said, "Yes." He said, "If you stay here, I'm leaving. I'm running away." I said, "You are?" I was just talking and I said, "I like you and I want you to be my friend." And he looked at me and said, "Well, if you're going to stay here, you're going to have to help me clean my trucks." He had his little trucks and he was polishing them, and I said, "Well, maybe I'll help you if you'll be good." Finally he went on and later we were talking and he wanted me to kiss him goodnight and wanted to sleep with me. (laughter) He wanted me to come down and say his prayers. After that we got along fine.

DOROTHY:

There was something I found out in my home. This little boy only five years old and he cut kindergarten. You know, like when you cut a class. He was bold about it. He'd just walk off. He was telling me that he smoked cigars and pipes and I told him, "You know you aren't suppose to do that." "Yeah, but I do it when Mommy isn't around." He told me he was going to buy me a ring the next time he got a quarter. Oh, I found out the real reason they gave me the key to her house. It was because the lady wasn't at home. She was over passing out commodities. So I helped her to 8:00 or 9:00 until I could only lift two cans and they were grabbing them up by the arms full and I was breaking nails and I couldn't find the rice or anything. So then we went somewhere — we went over to visit. We stayed up and watched horror movies.

PAM:

I really found it to be a great experience and I'll have to admit

Friday afternoon I had visions of getting raped or knifed and I took off my ring and put it in my shoe and put it in the closet cause I knew it was going to get stolen. I called my mother and said goodbye to her cause I knew I wouldn't get to talk to her again. And I was really scared. I thought, things are really going to happen bad. But it was a wonderful experience. And it shows us that there are plenty of families that can treat us like their own children. And they aren't college graduates and they don't have $10,000 income or whatever. They have the love and understanding a lot of us don't have. And the lady I stayed with said some things to me that showed the love she had and the understanding she had. Just by talking to her I could see a lot of understanding come out. She really knew what was going on.

INSTRUCTOR:

What were some of the things she said?

PAM:

She said we have got to forget about the barriers. She kept calling them nationalities. And she said, we're all one and we're going to win and to get this battle won, we've got to decide that and all work together, all be united toward reaching this goal. And she said violence, there's no sense in it. She seemed to be a very religious person and she kept talking about praying. We didn't go to church on Sunday, but she gave me a two-hour sermon and said a lot more than I've heard a lot of preachers say in all the years that I had gone to church. It was just a wonderful experience. I just wished everyone could talk to her.

INSTRUCTOR:

Where did the money go? What were the homes like?

MAX:

The furniture was I'd say rather nice. I didn't think the family I stayed with was typical of the average project tenant. The furniture was rather nice and it was really something. The first thing that struck me when I walked in the door was the son who said, "You'll have to excuse the house." You know this is the typical thing you would hear in any middle-class house when you walked in and they were caught cleaning up the house. I thought that was rather odd. They didn't have a lot but what they had they took pretty good care of.

INSTRUCTOR:

I was interested in their priorities — where people spend their money.

MAX:

They didn't have tremendous clothing, but it wasn't terrible either.

CAROL:

It wasn't like they were down and out, but her house was extremely nice. Like, you know, console stereo, TV set, telephone stands. She's got fantastic bedspreads with matching color sets of sheets.

PHYLLIS:

Well, I had a house that really kinda knocked me sideways. I had Mrs. _____ and that woman had a blender, a new washing machine, she had a new refrigerator, and she had one of these manicure sets, one with the lighted mirror and all the equipment. She had one of these. She had a regular hairdresser stand and hair-dryer. One of those things that sets on a stand with a little hood on top. She had one of those little organs. The kind that the bands use. She had a two-year-old white TV set. She had two sheets in the whole house. The kids clothes were a wreck and she had blankets in the sofa to make it sittable. The best chair was covered with about four blankets. And that just knocked me sideways. And the wall, the kids had gone along with their little dirty paws and they had gone along the walls and they were just black. I'm not joking. And the bathroom . . .

CANDY:

I've seen a lot of college kids' bedrooms that are in worse shape than that. And I wonder, I couldn't live that way. I just can't live that way. But then I thought these kids that were coming from well-to-do families can live like this. I don't know whether people live that way because they're poor or because it doesn't matter. I thought it was a good experience. I was also impressed by the sincere and deep feeling toward religion they had. It's so often we are afraid to talk about God. To them it's such a real thing and the necessities of life are so real. I don't think they are afraid to talk. They were very honest about what they have to say.

ELIZABETH:

I was sitting on the couch looking at the picture albums and I have this thing about crawling insects and when I looked up there was a big black roach crawling down the couch and she said, "Oh, you're not used to our friends, are you?"

CHARLES:

Roaches aren't black.

ELIZABETH:

Yes, there are four different kinds. There are the little teeny ones,

the loopy long ones, the black ones, and the big round ones and she had all kinds. (laughter)

MAXINE:

Were they friendly?

ELIZABETH:

Too friendly. (laughter)

INSTRUCTOR:

What was the nature of your interaction with Mrs. _____?

PHYLLIS:

I really liked her. She told me her entire life history at least twice. It was enjoyable and the kids were adorable. She had three small kids and I just loved them. They showed me their big sister and I drew portraits of them, played the guitar and had all kinds of fun but the living conditions were really what I was so negative about. All the food we ate. I like clean things, clean house, clean bed. These kids were not toilet trained and the bed just stunk of urine. Stupid middle-class me, I just couldn't sleep. I just thought, "These poor kids and this kind of problem," and that just bothered me. But the house was warm and the kids were clean. They took baths everyday and the people were fine, but just their conditions.

BILL:

And you were upset because you know with what she had, she could have done better?

PHYLLIS:

Yeah, that's just it. All those things she had and the kids were wearing raggedy old clothes. Then there were those things. Just like cosmetics, that really bugs me. She said it cost her $16.00 and then we didn't have enough milk to go around. That was the kind of thing I couldn't comprehend. They were so smart and she loved those kids. And she would do anything for those kids. But she didn't know the right thing and right nourishment.

MAX:

Mrs. _____ wanted me to bring home some commodity potatoes, she fixed me a bag of chicken, she fried a whole chicken for me to take home. She asked me if I had any pots and pans. She offered to give me hers. That was just something else.

INSTRUCTOR:

Did the family sit down and eat together?

MAX:

No. I sat down at the table. A few sat down and when we got up the vultures came in, "whew!"

INSTRUCTOR:

Did anybody go to church?

DOROTHY:

Yes, and it was fairly long. They weren't satisfied until everyone was up there in the front. (laughter)

BILL:

Was it a store front type of church?

DOROTHY:

No, I don't know the name of it. But it was really an experience. It was different than anything I've ever been to. I felt very uncomfortable because I was the only white person in the church. It wasn't like they made me feel bad. It was just like you had the feeling that you don't belong. You're just sitting there and you have this little kid in your lap. I got tired because the pews were hard.

CHARLES:

Somehow I ran into that today and I wanted to bring up something I was talking to Candy about. Most of the visual materials we use in our schools today are all white and it irriates the hell out of me to show these to the kids. A black class sits there and I show an all-white filmstrip of happy white kids running around . . .

CANDY:

And in the first place it's about 30 years out of date anyway.

CHARLES:

Yeah, but you know that it's the other bit too. Maybe I shouldn't feel anything at all. I sure do. I don't know how you all feel about it.

BILL:

You know for the first time, I was watching TV with the little kids and I realize how important it is to have, like the commercial, they always have them talking black now, and I was sitting at home watching TV and noticed that it really is nice. But when you sit in their home and watch it, you see how more important it is.

MAXINE:

Did any of you find that the parents were interested in the children? Did they care where they were or did they try?

JERRY:

I think mine just kind of gave up. Because she had too much, too many people. I was startled by their maturity. These girls kinda knew what needed to be done. She said there were times that she just had to leave the house because of her physical health. It was interesting that the little kids called her mother almost all the time instead of grandmother. The twenty-month-old called everybody mother. But the four- and five-year-olds called her mother, too. I didn't know what to say. I didn't know how to enter because I didn't know whether to introduce them as her grandchildren or as her children or what because maybe she didn't want anybody to know about her daughter's illegitimate child. When the girls were around, they were really picking on the boys. All six would gang up on the two boys.

ELIZABETH:

I'm surprised at the discipline of these children. Of course she used a strap a lot on them. I think it was kind of overboard and the way they responded. I'm surprised they weren't mad. She told them to go do the dishes or something like that. They did it without much resentment. And they took care of the twins a lot. But they kind of accepted it, it seemed. They were the ones feeding and changing the diapers. Each boy had a little baby to take care of. She would call them in from playing so they could change the diapers. I was really surprised about the concern and care that the children showed for each other.

DOROTHY:

Are 20-month-old babies suppose to be potty trained? The little girl was. I didn't know they had even started it with her. It seemed she was doing pretty well.

INSTRUCTOR:

It seems young. Some parents start much sooner than that and make a big thing out of it, usually the kid doesn't have the nerveus capability to control himself. Some families are so hung up on cleanliness that they make toilet training a big thing.

DOROTHY:

Well, I didn't even see any diapers around so evidently she had been training for quite a while. She had training pants on. I didn't know. I can't remember when I was in them. My parents were always telling funny stories.

JERRY:

Well, the pattern of the three generation family matriarch showed up. I thought Mr. _____ (sociologist) was talking about extreme

cases. Maybe he was, but it was true where I landed. The grandmother was the one that took care of the daughter's children and she had a boyfriend. It surprised me that he was accepted by everybody except the children. They wouldn't say a word to him. They just kind of looked through him. The girls, all of them, just turned around and walked out of the room.

ELIZABETH:

Did he stay all night there?

JERRY:

I don't know where he was. Because I went to sleep before they ever got home.

MAXINE:

You know a lot of these situations make me wonder. I'm sure it happens many times in white middle class. It's all covered up there, you know. It's just not apparent as here where you know more about it.

INSTRUCTOR:

You think you've learned of enough different kinds of family structure that you might begin to question stereotype?

DOROTHY:

I was wondering about the churches in these areas now. Like I said, a lot of people go to church but what I saw in my church was that the youth that were there were not quite in high school. Maybe they were, but they didn't seem quite that old. There were a lot of younger ones and older ones, but it didn't seem like it was selling to the youth from 17 to about . . .

INSTRUCTOR:

That's another interesting point. Everybody's complaining that religion is not selling.

MAX:

I see it selling. I see church going underground and people we are running into all the time go to church. Like the good friend I ran into. It was an underground church for him. Though I think he attended some, his condition was truly underground. He didn't go in. He just believed it.

INSTRUCTOR:

Just a word about this stereotype business. I suspect given another opportunity you could probably confirm many of yours. There are a number of you who apparently think the stereotypes were con-

firmed and then there are these who don't. I hope you won't leave this one experience with the notion that it proves or disproves your previous beliefs. Continue your observations with an open mind. The question came up the other day about whether or not you felt that this was a worthwhile experience to keep in the program. I think we ought to talk about this a couple of minutes before we break up.

CAROL:

Take a lot of things before you take this.

ELIZABETH:

I felt very much like an intruder. But it was just a weekend thing. Like you know, here I am coming for a bird's-eye view. Like you're writing off some kind of report. I felt kind of funny being there. I didn't get much of a chance to be around the older children of the family. I was with the younger ones more. The younger girl, when I got ready to leave said, "Remember what I said." The thing she said before was, "Come back and spend the night again." And I want to go back again because I think that for me to show them that I am concerned, that I do care about their family and I want to go back and I probably will enjoy myself with them.

INSTRUCTOR:

You want to go if they want you?

ELIZABETH:

Yeah. I want to.

Even though the staff seeks to support students, not all behavior is accepted uncritically. Even when the need for criticism does arise, every effort is made to assure the student that he is regarded highly both personally and professionally. A sincere attempt is made to make all criticism of a private or group nature a genuine learning experience. Mostly when a student is given an opportunity to discuss what he did and why, he will reexamine his own actions, consider alternative behaviors, and reach conclusions consistent with accepted mental health principles. One of the most memorable examples substantiating this observation occurred during one of the later seminars. The staff and students, two visitors, a psychiatrist and a school administrator were present. The openness of the students, their search for answers, and the strategy of the seminar leader is expressed:

HELEN:

What do you do with kids that just curse all the time?

INSTRUCTOR:

What do you think?

HELEN:

Well, I'll tell you what I did, but I don't think it was very good.

INSTRUCTOR:

What did you do?

HELEN:

I made them wash their mouths out with soap. We went downstairs. It was a boy and a girl, but the girl is always saying some filthy, foul-mouthed words. I've tried to overlook it before when I have heard her say these things. When I heard her this time, I told her I'd see her at recess, but then this boy got up and told the whole class what she said, and I took them both out. But I really didn't know what to do.

INSTRUCTOR:

First grade? Real bad words?

HELEN:

Real bad. But I just want to know if that was the right thing to do?

INSTRUCTOR:

It's pretty nasty.

HELEN:

But I didn't do the washing. I had them do it. They could have put any amount on their hands.

INSTRUCTOR:

(To class) What do you think?

SHARON:

Well, I have had this same problem and I found trying to explain to them not to say these words doesn't work. I tell them if their parents use the words, it might be okay. I tell them there are certain times and places to use certain words. But it doesn't work. Sometimes it gets pretty bad. They still say it anyway. But I don't think moralizing does much good.

HELEN:

Yeah, I tried that too. I asked her where she heard that and what did it mean? And she said, "This friend comes down to my house

all the time and he says it." I said, "How old is your friend?" And she said, "Oh, he's five."

SHARON:

And they do know what it means. I asked them. (laughter)

INSTRUCTOR:

Well, how would you handle it? I know for generations washing out mouths with soap has been a cure for bad language. What would the rest of you do?

SUE:

Well, you might repeat the words. Listening to them from an adult might shame them.

HELEN:

Boy, they'd get a kick out of that.

INSTRUCTOR:

Let me comment on something Helen said. She said, "She clapped her hand over her mouth when she said it." Does this indicate the girl had an awareness that she said something she shouldn't have?

HELEN:

Well, you see I wasn't going to do anything to her and then this other kid got up and repeated what she said as loud as he could.

SUE:

I wonder if she really felt bad about saying it or if she just wanted to make sure everyone knew she had said it. Does it really indicate guilt feelings? Maybe she was just mimicking what she had seen other people do.

INSTRUCTOR:

Maybe so. Maybe so. I don't know. It does indicate a possibility that you might talk with her to find out why she behaved as she did?

HELEN:

I would have if the other kid hadn't spoken. But then I felt I had to do something or everyone would know they could talk like that.

INSTRUCTOR:

Any other ways to deal with it?

CAROL:

This may sound a little bit trite but why not try behavior modifica-

tion. Have Helen give the girl words to use in place of filthy ones and give her a token when she uses the good word. She probably doesn't know what the words mean anyway.

INSTRUCTOR:

Do you think she did? Was it such a bad word you couldn't tell us?

HELEN:

Well, the word was "motherf-----." I don't know whether she knew what it meant or not, but it was a reading lesson and the word she was supposed to read was "grass." Now, how she got that out of "grass," I'll never know.

CAROL:

Does it make any difference whether she knows or not as long as you can substitute some other word or extinguish it?

HELEN:

What would I substitute for that?

CAROL:

I don't know — maybe "golly." (laughter)

HELEN:

But really, this little girl has more of a problem. I didn't notice this before but she has some kind of emotional problem. Last week the teacher said, "Have you noticed Gloria?" I said, "No." She said, "You should watch her." I did and saw her put her pencil up under her dress and then she took it out and put it in her mouth. The child really has problems but the teacher won't do anything about it. She won't call her mother. I don't know what to do but she has problems.

INSTRUCTOR:

Is this normal? Do you think a six-year-old girl who masturbates in class might need attention?

CAROL:

Sounds like it's a little deeper problem than I thought. Maybe using tokens to change behavior won't work in this case.

INSTRUCTOR:

I think maybe it is.

HELEN:

I might have done the wrong thing, but I didn't know what to do. I had to do something.

45

TERRY:

Certainly Helen and the teacher can't handle this problem. Someone who is trained should do so. They need to make a referral.

INSTRUCTOR:

To whom?

MARY:

Maybe the counselor would be the next step, if they have one. Or perhaps the nurse or school psychologist.

HELEN:

We have a nurse.

INSTRUCTOR:

How about parents?

MARY:

It's a hard thing to do, but I think you should do it. You should tell them what you have observed.

GWEN:

But you should have someone else there with you when you tell them — someone who could recommend treatment. Otherwise they might do something to the kid; they might just smack her or make it worse.

INSTRUCTOR:

What would you say to them?

HELEN:

I don't know, but . . .

INSTRUCTOR:

What do you say we role-play it? Want to take a crack at it . . .

Several versions of the situation were role-played and analyzed. Then the group discussed possible strategies for telling the parents about the child's behavior, convincing them the child needed help, and encouraging them to seek out appropriate resources to help the child.

Relations between students and staff are usually excellent, but complaints about staff members are not unknown or unexpected. When complaints arise they are given serious consideration. Staff members attempt to respond undefensively and equitable solutions to problems are sought. Occasionally, students have become

extremely critical, putting group cohesiveness to a severe test. The first instance which deserves mention was a conflict between the psychiatrist and a student. Students reacted frankly; many reacted vehemently:

> **Dr. _____ turned me off completely today with his "methods." He doesn't seem interested in building relationships with anyone who is different from him. He attacked Hal for using a simple speech pattern and refused to answer his question until he stated it in "good" or "correct" English. I disagree with his beliefs about people and strongly dislike his way of loving us. Even though he apologized to Hal, he really destroyed the respect I had built up for him.**
>
> **Psych seminar was a thorough waste. If he (psychiatrist) is hung up with semantics — then I'm not going to come to psych seminar anymore. I don't agree with him about language, and if he continues to discuss it and hurt people's feelings — I won't put up with it.**

Another student viewed the occurrence somewhat differently:

> **Monday, we discussed the attitudes of some of the CUTE students toward psych seminars. I repeat, some of us when in conflict feel uncomfortable, naturally, and either withdraw or lash out at someone. Upon reflection we will rationalize and join the group again.**

The latter observation proved to be most perceptive. Several students withdrew, some lashed out, others boycotted seminars briefly, but in the end, nearly all students rejoined the group on a regular basis.

The second student-staff conflict came at a mid-term. Students had been told no test in the conventional sense would be administered. However, in the past it had been staff policy to give a "written review" when no grade was affixed to serve as a basis for assessing student progress during conferences. Some students interpreted this to mean that no evaluation in any form would be made. The announcement of a "written review" brought forth an immediate response:

> **I am very upset and depressed, I don't like the idea of having any written exams. I don't feel that the results of the exam in sociology or in teacher education really determines how efficient we will teach in the inner city. Because this reminds me of regular college, I hate the idea! And besides, some people do very well on tests (written) and they turn out to be lousy teachers.**
>
> **If we are going to have a sociology test or "review" as some hypocritical people prefer to call it, I don't feel that I can in good conscience take it. We were told the first week that no such test would be given. It would have been all right had we known that this was to be the case. However, I feel that we were deliberately misled!**
>
> **I am very upset about having to take the test. You should have**

warned us eight weeks ago about this proposal. Why tell us now? You in CUTE, are presupposing that we have nothing to do next week except take a 12-page test. I am now in the process of preparing for student teaching and this test (review) is hampering me . . . My main wish is that for the CUTE staff to have a verbal test (at the end); a written test is, in my opinion, traditional academic residue.

Not all students agreed with this point of view:

Wow — what a bunch of babies! "I won't take the test!" "I'll walk out!" "It's not fair, you didn't tell us!" Not fair, hell! They're just scared — scared because they're going to have to show what they don't know. It's hard to face one's own ignorance, but especially in a situation like this program . . . Me? I'm scared, too. I've taken it pretty easy. But I don't want to admit that I haven't learned something. Just where I stand, I don't know. Now, for the first time in my life I have a chance to really find out.

It's kind of exciting — sure going to point out a mess of inadequacies and ignorance; but, it will also pull things out that I'm not even aware that I know. . .

There's responsibility involved here — for us as students to face ourselves squarely and see where we stand in terms of the program; and for you as staff, to see where we stand as participants in the program. This program is important — the potential is fabulous. Improvement for us and the program is essential to reaching toward that potential. But how can improvement come about without finding out first where things stand now.

After a flurry of excitement and considerable tension, the "review" was carried out and one student later commented, "I think too many of us over-reacted to the idea of having a test. I do, however, hope we go over the tests." It might be interesting to add that even though some students objected to the "review" it prevented none of them from providing similar "reviews" for their pupils during student teaching.

It is amazing that so few conflicts and confrontations occur, considering the emotional strain of intimate contact with a strange and sometimes hostile environment, the pressure-packed nature of the program, and the crisis of adjusting to the teaching role. Without the sensitivity of the staff and the maturity of the students such obstacles could not have been overcome. The degree to which success was achieved is expressed eloquently by one graduate:

We had our last seminar with Dr. _____ tonight . . . The seminar was great — we all stated what we gained from CUTE, the psychology seminars included. Dr. _____ is really neat. He has really made me learn how to think, and he kept our unique group together. Eight to ten weeks ago I would not have believed that I would ever have made it. I guess things were not as bad as they seemed at the time.

Objective III

A "Working" Knowledge of Children

Psychoanalytic child psychology gives the most comprehensive explanation of the emotional aspects of childhood development presently formulated, but unfortunately, these basic concepts for understanding human development and personality structure are not incorporated into professional teacher education. All personnel on CUTE's mental health staff have psychoanalytic orientation. Even though many students have had prior childhood development and child psychology courses before joining the CUTE program, their knowledge in these areas has not always been integrated meaningfully into their overall teacher preparation. The staff is not so concerned that students have a theoretical knowledge of psychoanalysis as they are about the apparent lack of a comprehensive grasp of childhood development, regardless of the theoretical framework studied.

Informal seminars dealing with childhood development and child psychology have become an integral part of CUTE's mental health program. One of the most moving seminars held grew out of student visits to inner-city homes. As the group filtered into the seminar room it was obvious they were greatly affected by what, for most, was their first intimate contact with the squalor and hopelessness of ghetto life. Before the instructor could begin, one student burst out:

> **I've read about poverty in books and I've seen pictures of it on television and in magazines, but today I actually smelled it. You know, poverty smells; it almost made me sick.**

She went on to explain what she had seen with considerable emotion and in graphic detail. As soon as she had finished, others began to relate their experiences. Some started laughing as they told of situations more pitiful than those previously related. The instructor quietly took charge of the conversation:

> **INSTRUCTOR:**
>
> **I'm wondering why you're laughing. Did you find these experiences entertaining?**
>
> **POLLY:**
>
> **Of course not! They were gruesome.**
>
> **INSTRUCTOR:**
>
> **Then what's funny? You all seemed to act as if it were highly amusing?**
>
> **SARAH:**
>
> **Well, I know there was nothing to laugh about in what I saw. Most**

of us had never seen anything like this before. We're used to sunshine, clean homes, and maybe even a maid or cleaning lady. It's all so shocking. Probably we were laughing to keep from crying. I know I was.

The instructor then directed the discussion to the way people might use defense mechanisms to maintain some degree of emotional stability. The discussion was further channeled into a deeper understanding of pupil behavior in the classroom with particular emphasis on defense mechanisms used by children. Because of their recent observational experiences, students readily grasped both intellectually and emotionally the significance of the discussion. Probably no seminar has had greater impact on students and staff than did those few moments.

Each seminar usually includes a brief presentation regarding some aspect of childhood development and psychology. Then, students present problems and questions similar to the following discussion which concerns a supervising teacher who practiced hitting pupils' hands with a ruler when they failed to make the correct response to her questions:

INSTRUCTOR:

How much teaching really gets done when you use force or threaten a child? How much can you get across by using force?

JAIME:

Well, that came up the day we were talking about these kids, somebody was saying that the kids in her room didn't know their multiplication tables and the teacher hit their hands or something. Wasn't that it? That was force to learn the times table, and I don't see how that would teach anything. If you mean using physical force, I don't see how that would teach a person.

INSTRUCTOR:

Well, any kind of force? What does any kind of force do?

JAIME:

It teaches force.

INSTRUCTOR:

Can you say that another way?

JAIME:

Violence breeds violence. If you use force with children, I mean, maybe you're teaching them that force is the best way for them to get what they want.

INSTRUCTOR:

Well, I think that's right. But what is it that children learn when someone convinces by force?

TOM:

Well, it seems to me that they learn that this is the only way you can convince somebody to learn something.

INSTRUCTOR:

Well, suppose some of the teachers use force and you learn that lesson. In addition to that lesson, what have you learned?

TOM:

Well, I've learned how to apply force, how to use it.

INSTRUCTOR:

Yeah, but make it a little more personal.

TOM:

You might also have learned how to hate the person that applied the force.

BRENDA:

Only the strongest person wins.

INSTRUCTOR:

That's right! That I'm bigger than you are, stronger than you are, have got more weapons than you have, can terrorize you. Being bigger, being stronger, hitting harder, hurting more is effective. That's really the lesson you teach.

HENRY:

That's the rule they live by. Gang fights and the biggest gang rules the block, the biggest guy rules the gang. I mean, they don't need to learn that.

INSTRUCTOR:

And then to go on from there, take the matter of discipline. If we don't want this external discipline by force, what is it we're driving at? What's preferable? What's the best kind of discipline or the best kind of control?

BRENDA:

Control of yourself. If we can just teach kids to think and decide for themselves how to behave.

JAIME:

Self-control. I don't know how to explain it. It's something each individual has to work out for himself. There's no way you can really say, "This is the way to teach self-control," because each individual has to learn that himself.

INSTRUCTOR:

Aren't there any general statements you can make?

JAIME:

When I said, "There is no way," I mean, specifically, you know.

INSTRUCTOR:

In any given situation if an individual were to understand the situation he was in, and understand his own wishes and motivation and feelings; and could then decide on the basis of this knowledge of the situation and knowledge about himself, what kind of decision do you think he'd make? A good one, a bad one, the best possible one, the poorest one?

Following this exchange, the various aspects of the "human condition" and human behavior were covered, emphasizing unconscious defense mechanisms and the formation and maintenance of prejudices. The seminar was concluded with a spirited discussion about how commercial advertising agencies manipulate consumers' decisions by exploitation of the unconscious.

Concepts such as the mental apparatus (the model of the mind) and the various stages of psychosexual development have always been included in the mental health content. Initially, theoretical considerations are minimized until a particular phenomenon is observed which enables the instructor to place theoretical concepts in a broader context to enhance student understanding of subsequent experiences. One student reacted to this approach in the following manner:

> **. . . He showed us how to apply some of this (mental health concepts) to our teaching. In the process of showing "how," we discussed anxiety, school phobia, and other reactions which hinder the student from learning. It was agreed that as future teachers we will have to detect these things in our students. After this seminar I hope all my students will be sane, sound and ready to learn.**

Presentations are generally brief with a major effort to engage the entire group in a discussion about living or teaching which seem relevant. Discipline, prejudice, learning disabilities have been favorite subjects for discussion. For those who wish to pursue a subject further, readings are suggested. Generally, satisfaction is expressed when subject matter is pertinent to everyday problems and difficulties prospective teachers face.

Sometimes opportunities for "informal presentations" did not

occur because personal or intra-group problems were more pressing. Therefore, some groups had more exposure than others to certain concepts. For this reason, the staff created a "formal teaching seminar" where instructions on mental health aspects were emphasized in a more consistent setting. One psychiatrist continued to lead the informal seminars twice a week for sixteen weeks, while the other psychiatrist conducted two-and-a-half hour weekly teaching seminars during just the first eight weeks. At teaching seminars a presentation on childhood development is given for about forty-five minutes; the remaining time is devoted to student experiences, classroom problems anticipated, and integrating childhood development concepts with knowledge from other courses and activities.

Teaching Seminar Content

BASIC CONCEPTS OF PSYCHOANALYSIS.

Importance of unconscious mental processes.
Psychic determinism.

THE INSTINCTS OR DRIVES.

Differences between animals and man.
Discussion of the dual instincts (drives).
Stages of psychosexual development.
Concepts of fixation and regression.

NORMAL EGO DEVELOPMENT.

Importance of its body to the infant.
Process of identification and its importance to proper development.
Modes of functioning of the psychic apparatus.
Model of the mind.
Change from the child's ego to the adult's ego.

HOW THE EGO ACQUIRES KNOWLEDGE AND MASTERY OF ENVIRONMENT.

Sensory perceptions.
Memory.
Motor controls.
Reality testing.
The nature of prejudice.

HOW THE EGO ACHIEVES PARTIAL MASTERY OVER THE ID.

Factors leading to ego mastery.
The human tendency to develop anxiety and its consequences.
Defensive operations of the ego versus the id.
Unconscious defense mechanisms.

INDIVIDUAL'S RELATIONSHIP TO PEOPLE AROUND HIM AND DEVELOPMENT OF THE SUPEREGO.

Course of development of object relations from early infancy to early childhood (through the oedipal phase).
Crucial importance of the foregoing to the proper development of superego (the conscience of the individual) and character.

The same general attitudes prevail for both teaching seminars and informal seminars — attendance is not taken; the students are free to come and go without question or explanation; they are invited to interrupt presentations for questions or clarification. Here and during the entire program, students are given the right to disagree without fear of penalty, the only requirement being that an attempt be made to buttress a conflicting opinion with facts or data. Viewpoints different than those of psychoanalysis are welcomed. Explanations regarding behavior and childhood development based on any particular comprehensive theory would be acceptable as long as it made good sense to the proponent of that point of view and could be made clear to the listeners.

Each student is required to study one child in depth. He is asked to write a case study describing the child, presenting information about his home situation, life outside school and his school record. Conclusions about the child are based on the data collected, and recommendations for correction or amelioration of the problem are presented. Case studies in the past have demonstrated that much pertinent material is gained from a few, brief contacts with the child. Students can make inferences and draw valid conclusions concerning the child's feelings about himself, his environment, his view of the world, his ambitions and goals, his obstacles and handicaps. During the past semester a third-year resident in psychiatry from the University of Kansas School of Medicine helped students prepare interviews and write case summaries. The psychiatry resident's experience with CUTE was in lieu of other experience in child psychiatry, providing experience and work with children in the community in which the children live. It is anticipated that by doing the case study, prospective teachers will sharpen their perception and appreciation of children's inner lives and enhance their understanding of why children succeed or fail to adapt to their environment. Such skills can only serve to make them better teachers.

Proof of The Pudding

Effect on student performance is the basic test for validity of any program and must ultimately be how the value of the mental health content to CUTE students can be judged. Thus "getting the message across to the students" has remained a major concern of each member of the CUTE staff. Their expectations are that students who experience the program's impact will change to such a

degree as to become more effective teachers. Evaluation reports and followup studies, available for distribution through the Mid-continent Regional Educational Laboratory, tend to confirm the staff's convictions concerning the relevancy of their efforts. In addition to the statistical evaluation, much subjective data have been collected — student reactions, transcripts of seminar sessions, and student logs.

Recall that no screening procedures were used to select candidates. As a result, the group of students comprising the six CUTE classes represents a large number of people with a wide range of temperaments, abilities, interests, and drives. They possess in varying degrees a commitment to teaching — especially in the inner city. Even with these facts, the holding power of the program has been surprisingly high. Only three of more than 125 students dropped out of the program after going through orientation activities early in the semester. None of the students was counseled to resign from the program and only one quit after becoming substantially involved in the work. A few students, who it was felt would not become strong teachers, were advised accordingly during the semester and at their final evaluation. Some students seemed unable to participate wholeheartedly or take advantage of the program's flexibility. The staff inferred these students had not been greatly influenced and left with essentially the same viewpoints held when they entered.

However, classroom observations, reports of supervising teachers, student logs and followup letters from graduates lead the staff to conclude, with some certainty, that the great majority of students were influenced considerably by their participation in the program. The data show vividly the concerns and confrontations; the trauma and triumphs; and the slow but persistent growth of bright, dedicated students toward emotional maturity and professional competence. Not all achieve the same degree of success, but without exception their reactions show the program's imprint upon their personalities. Typical of attitudes expressed by graduates is the following brief excerpt from an unsolicited letter to the staff:

> **At any rate, this letter is two-fold. Most importantly, to thank you and the rest of the CUTE staff for a great semester. Those 16 weeks made an impact — nothing sudden; no desire to go out and cream the system. But long-range impact — realizing, even now, benefits of the program that I didn't see then.**
>
> **It's kind of a vertical deal — hitting deep down inside on "real things" — what's going on? What use am I? How can these things be remedied?**
>
> **It's horizontal, too — broadening the interests. I am much more aware of Model Cities, Black Panthers, the West Side, school boards, etc. than I ever was. Nobody can ever prove to me that CUTE didn't have something to do with it.**

"If I could pull together all that's happened to me . . ."

The student log has been one of the requirements for participants since the initiation of the program. Its purpose is to provide the instructional and evaluational staffs with student reactions to the program for a particular semester. The information is used to determine if program objectives have been met or if adjustments in curriculum are needed. During the first two years of the program each student was asked to keep an unstructured, running commentary of his reactions to the events and activities of each day. During the past academic year, the students were asked to use the following general outline in order to bring a minimum of structure to their accounts:

Structure for Student Logs

(When appropriate, include information concerning the following items in your daily notions)

My most noteworthy experiences today (Date) were:

a. In the classroom (CUTE and Student Teaching)
b. With my peers
c. With the staff
d. With the cooperating teacher
e. With my pupils
f. In the community

My reactions were:
Their reactions were:
Can you explain the interaction?
This was new knowledge to me:
I need information about:

The student is asked to record daily any emotional reaction he has concerning persons and events. In order to make sure a student can express himself fully and freely without fear of any adverse effect on his final evaluation, the log remains in the student's possession until the end of the semester. Logs are collected at the final evaluation session after all seminars are completed, all student teaching requirements have been met, and college credit recorded. Students are urged to give their honest reactions with assurance that nothing they record can or will be detrimental to their success in the program.

During the program's existence, logs have assumed a variety of forms and exhibited a diversity of content. Some have been merely a written account of activities pursued. Others were concerned with sterile notations of inner-city travels taken in pursuit of field experiences, or bemoaned the financial problems of an individual. The more meaningful student logs tell of the student's actual experiences as well as his inner reactions, thoughts and feelings. Since recording such an account is frequently extremely revealing, it is difficult for most persons to make such introspec-

tions. Nevertheless, depending on the degree of openness and self-awareness, the contents of a diary must inevitably reveal something of the individual. Logs were examined with an attempt to pick up these remnants of the student's inner life. Information gleaned from such a scrutiny supports the conclusion that students do undergo an inner struggle and nearly always undergo change toward greater self-awareness.

The "Safe Position"

It has been observed that individual's "style" revealed when writing a log is similar to the style he reveals through his expression of personal convictions, viewpoints, and feelings while functioning in various other aspects of the program. The following verbatim excerpt reveals that the student's record of her daily activities barely mentions meaningful personal content. Rarely did this student express a strong stand on any matter. "Safe" positions and avoidance of conflict were hallmarks of her behavior.

MARCH 4

I enjoyed learning how to make a sociogram because I hadn't been exposed to this instruction before. I also enjoyed the time off after the teacher seminar because it gave me a chance to rest before going to the Detention Home. My assignment at the Detention Home proved to be a rewarding experience. I enjoyed eating with and working with the kids. I think they're great. Although they do have some problems!

MARCH 5

Today turned out to be pretty "lousy" for me. The pupils were extremely noisy and very uncooperative during the entire day. Maybe there was a reason for this unrest; I do not know. The kids at the Detention Home were much more enjoyable to work with. We had fun playing basketball, volleyball and even hula-hooping. The kids seemed to relate to me pretty well on such a short acquaintance. I got home at 9:00 and I was beat.

MARCH 7

Micro-teaching was okay today, but I didn't feel that I did as well as I have previously. My visit to the Detention Home was very boring today and almost a waste of time. The director of the program didn't seem too enthusiastic about his work and I didn't enjoy talking to him. I regretted that we didn't get to say goodbye to the kids. I was tired when I got home at 6:00. I went to bed without eating because I was so tired.

MARCH 11

We spent the day at the Western Mental Health Clinic. This was

a very interesting experience. But, the day might have been more beneficial if by choice, we had had the opportunity to actually work with the children rather than just observe. The question and answer session at the end of the day was informative and worthwhile. Our guide was a very nice person and he seemed to be interested in his work.

A "Defense"

Another student recorded the following during approximately the same period of time. Despite the paucity of words, it is evident that this student has much more "going on" in his inner life. Even though he may know how he feels, he does not (perhaps cannot) describe these feelings because of confusion, vagueness or a fear of making such revelations. One may safely infer that his feelings about these experiences are relatively important matters in his mind. In fact, the defensive attitude demonstrated in the following excerpt parallels the defensiveness of this student in his work during the program.

MARCH 3

Educational seminar wasn't exciting this morning. I tried to listen to some of the ideas presented but I was lost. In the afternoon sociology seminar I got into several personality conflicts. I lost my temper and I don't usually do that. I don't think I want to talk about it, dear diary. Psychology seminar has become for me an uneasy hour and a half. I fear there's a growing bitterness between me and Dr._____.

MARCH 6

In the morning I learned how to put together a lesson plan. I think I'll need to know how to do this when I finally begin teaching. I hope I can learn how to do this for class. Our discussion on juvenile delinquency was interesting. I realized that there is no clear definition to describe what juvenile delinquency was. I feel very uneasy in psychology seminar. I don't know why.

MARCH 7

In the morning I tried to use reinforcement in a positive way to stimulate the students. I tried to make them feel that I was listening to their answers and thought them interesting. Again, I gave them positive feedback so they could have some pride in the question they asked or the answer they gave. There were less students in the afternoon and I was successful using reinforcement. They took me and the session of micro-teaching more seriously. We got involved in an interesting discussion on the beginning of the Civil Rights movement in the 1950's, starting with Mrs. Rosa Parks. I reinforced their answers on this topic by honestly telling them how good some of their answers were.

MARCH 10

The morning seminar didn't stimulate me. I looked ferward to my observation in school. In the end, this was an off day. I was introduced to the Detention Home. I wasn't quite sure what to expect.

MARCH 11

Went to visit inner city today. Traveled on my own. Visited a few organizations and met some fascinating people. I was glad there was no seminar so I could spend the whole day in the city.

MARCH 12

Went to the Mental Health Center. I tried to get there on time in the morning but we, Phil, Terry and I, lost our way. I arrived at twelve and stayed until 2:45. I really enjoyed my visit there and learned much about atypical children. I wish I could have been there earlier. In the evening I spent a rewarding evening in the Detention Home. I was interacting with the boys in the Home and learned a lot about their lives. I felt I really got emotionally involved with some of the boys there and it was, in general, a fine experience for me.

MARCH 13

Today was a little more interesting for me in educational seminar. Some of the ideas that were brought up by (Secondary Education Specialist) were new to me. I then ran to school to observe, but was extremely fatigued. I could have gotten more out of observation if I was more awake. Psychology seminar is an imposition on me, I feel. Dr._____ really tries to reach the student but maybe I'm unreachable. I had my most rewarding experience in the Detention Home. I first got together in a small seminar with the students to talk over our problem. Then we all went to the gym and played basketball. I think I'm really getting attached to some of the boys in the home.

A Wealth of "Inner Life"

Most of the CUTE students have written logs in which, at one time or another, they have recounted some of their inner struggles. Only a few have done so as regularly or as fully as occurs in the following material. This log was edited only for the purpose of showing the writer's "inner life" as it pertained to the struggle to become a special kind of teacher. Names have been changed for obvious reasons; certain passages were eliminated to shorten the manuscript and to keep a steady focus on the main concern of this chapter.

JANUARY 29

Here it is just the first day and I find it hard to pull together

all that has happened. Of course, I had the initial wonderings. What would the class be like? What would the room look like? How would Mrs. (supervising teacher) relate to the children? But most of all — how were inner-city children different?

You know what I found? They weren't different. I was. I did not know the entire school was negro I kept meeting negro faculty by the dozens and I could hardly believe my eyes when I saw a white music teacher. I think by 11:00 (when I saw her) I was just beginning to realize what was going on inside of me. I'm sure I just stared at her. In fact, I'm embarrassed to admit I reacted that way. It always seemed like something was missing. Possibly this is a bad comparison. But I felt the same way I did when we moved to Missouri and I no longer saw my mountains when I looked out my windows. I did not feel uncomfortable. No, I just felt incomplete.

The kids were great. In no time I'd lost my feelings of minority when I became involved with them and what they were doing.

I was surprised at two things. First of all, at the general appearance and behavior of the children. And second at Mrs._____, what I would call, lack-of-love teaching.

Mrs._____ is a good teacher because she gets the subject matter across and she has control of the class. Yet, she seems to keep her distance. She never gets involved or even really praises them when they truly need and deserve it. I hope this was just Monday morning. She's so hard on them or else I'm too tenderhearted. She told me to be mean and never smile at first. She said I had to get my bluff in Well, I hope to be consistent and firm in discipline but I can't live without my smile.

And so I'm looking forward to finding out how stern and detached I must be. It's reassuring to remind myself that I'm a student teacher with help and not a defenseless substitute.

JANUARY 30

I'm learning the children's names and I'm beginning to become sensitive to individual differences. I'm becoming more and more concerned with how much praise a child can receive. Mrs._____ has a great sense of humor that makes the classroom enjoyable, but yet she is very strict. Once in a great while she verbally rewards them, but she always punishes them (verbally) when they are even bored or restless. Not to mention when they give the wrong answer.

It seems to me that she expects so very much from them. Essie came in late today. She handed Mrs._____ a note. I asked her about it and she replied that it was a lousy excuse. Essie's mother had worked late last night and they had slept late this morning. Mrs._____ was very disgusted with the whole matter.

Maybe I don't know the entire situation but something more was wrong, I'm sure. Essie stood outside the classroom for a little while until Mrs._____ saw her and said, "Essie you get in here right now, yah hear, girl." Essie hung up her coat and walked unusually slow back to her table. She did only half her math lesson and put it away.

I've thought a lot about this. "How much does a teacher get involved?"

But no matter what way I turn the question I still come up with a bit of human kindness. I always thought a teacher was a friend, too. I've either got a lot to learn or I've got to be more objective.

I thought I knew so much about children but now I'm not sure. Maybe a teacher doesn't openly love these children or maybe there are other ways to love than through kindness, patience, and hope for each child. It honestly startles me to see a classroom run smoothly when learning is actually taking place without much show of love. There's no involvement.

Something else happened that's important to my feelings. I felt very comfortable in the classroom as far as being white goes. In fact it seemed very normal to see all negro children, I didn't feel out of place. Yet, as I was leaving the cafeteria a fifth grade boy pointed right at me and whispered to his friend. That made me mad, but I winked and smiled. I know it must be strange to see a white person in there. I'm wondering, however, what would happen if I were a teacher in this situation. Mrs._____ said last year a little boy remarked that his mother said whites were bad (after the white art teacher left). Mrs._____ said she couldn't go against what his mother had said, so she said, "I don't care what you think when you leave here, but while you're in school you'll think of them just like us."

This really got to me. How many times I've stood up to the whites who said this about negroes. I really think second graders are able to accept people for what they are and not on color!

Today has left much for me to think about. I'm glad. I need to be shook up. I need to think.

JANUARY 31

I think today I have decided, or rather narrowed down, my choice for the case study. It will either be Essie or Tommie. They both interest me because they both have some sort of problem that no one cares to be concerned with. I talked about Essie yesterday. But Tommie stole my heart from the very beginning. But today when the teacher actually pointed out the "troublemakers" and told them they were little beans (a speaker had given the example of beans being like little thinkers — they always stayed on the bottom; but jaw breakers were big thinkers and they always came to the top) and watched her persecute four children so badly, I nearly died! Tommie was one of them. My heart ached so much for him I couldn't do anything! His reaction is severe punishment to himself. He hides his head, not for a few minutes but like for 1½ hours!

I'm sure the teacher means to correct them and help them to see they need to straighten up, but all their energy needs an outlet. Two of these four "little beans" are convinced they are bad. This is tragic, this eats at my heart. Somewhere there is a middle ground.

I did get to talk with four children alone and they do respond to a quiet voice and a smiling face. The children were just sitting in the room with the lights out as they weren't allowed to go outside (notes from parents). I came into the room to get my coat to leave. We talked a little and then I said I was hoping spring would be here early. And Dana was surprised and with a puzzled look on her face she asked me why?

I paused a moment, I couldn't tell her that I love to see the tulips and the peonies bloom, that I love the fresh smell in the air after a spring rain and I like flying kites and forgetting all my cares.

I think I hastily said I liked the warm sunshine so I didn't need a coat! And then she asked if I liked to swim like she did. (Saved!) But it made me stop and think that they don't know the same kind of beauty that I thrive on at times.

Maybe we can go to a park that's full of spring that really makes one glad to be alive. There's so much I take for granted everyday! I'm not sure who is really deprived.

FEBRUARY 1

Something even better happened today. At out 4:00 psych seminar we talked through the "little beans" incident. I received a lot of help and ideas that I'm going to try. But more than this we really got down to what I think was a real beginning. The last few minutes we began to discuss what love in teaching is all about. This is my concern about the teaching I've observed. It scares me to even consider that I might model myself after my master teacher's discipline. It's so much easier to fall into an already set pattern than to fight to develop your own. But after our discussion tonight I feel like at least I know I'm on the right track. And that even inner-city children will respond to and do need love. I hope we will continue this as I want to think more about it.

I never seem to say much at our meetings and this bothers me. There's so much to learn and I feel I really know very little. I like to really think things through before I verbalize too heavily. And this is a great working procedure for me in a 1:1 relationship. But it isn't beneficial to the group. And I don't feel I'm doing my part. I'm taking so much and contributing so little.

I'm definitely going to do my case study on Tommie. I'm excited about it. He might be a little bean today but he cannot stay that way. When you first look at him you see his big eyes and dimples! I just can't imagine what or how a teacher could stand to have him withdraw. I hope the study will be revealing and most of all helpful to the whole situation.

FEBRUARY 2

The last day of the first week . . . It's rough to leave the children there. I almost feel ashamed to go home to my beautiful house — so comfortable and warm. But as I sit here I find my eyes

fill with tears. I keep seeing their faces. What will they go home to? Essie grabbed my hand and said, "You will be here on Monday, won't you?" And Curt, so proud of his art picture, took a second look at it and said, "My mom will only throw it away."

I can't seem to forget them. I feel depressed and helpless. It's so unfair I can hardly stand it.

I can see now that I will need an outlet for these feelings. I need to get out tonight and forget it. I need to take my mind off school.

But my husband was called to go to a home to help a family with their problems. I went, too. There they were in their $50,000 home. They had everything that money can buy. Yet they themselves were tearing each other apart. They had no appreciation for anything that surrounded them and no respect for each other. Perhaps this sounds terribly straightforward. But this is the way it affected me when I realized how much they have, yet how empty their lives were. And so what does this say to me about teaching?

It says no matter where you live, how you live, or what you live in, the most important thing is how you live with others.

There's something much greater than our physical surroundings. There's an inner life that must be developed and nurtured.

How can I help children to do this? This is constantly on my mind. They first of all must like themselves and see their possibilities for growth. They must have defined boundaries and I must be consistent in enforcing them. This is just a foundation but I've got to start somewhere. I've got to get some handles — I've got to stop groping and feeling my heart torn.

I'd better get some sleep now and think tomorrow when I'm not so near the situation.

FEBRUARY 4

Today was a long, hard trying day. I decided that somehow I was going to face the teaching situation objectively. So I recorded everytime Mrs. _____ verbally disciplined, yelled at, or corrected a child. Within only the first hour she did this ten times. That is once every six minutes!

So having reached the decision that it wasn't an exaggeration of my mind I proceeded to "logically" cope with the situation. But I reached a dead end. I couldn't come up with anything. As the day went by I lost all enthusiasm. It was hard for me to teach even a reading group. And usually I can forget any problem I have when I get involved with children. The classroom lacked all signs of excitement. It seemed wrong and there was little I could do to change. I was frustrated at my inability to do anything. I think I hit rock bottom.

And then I talked it out with (CUTE Instructor), Helen, and Sara. They were great. They listened. they encouraged me, and they lifted my spirits. Thank God for people who are willing to share another's problems.

I really feel like tomorrow I'm ready to go back and give everything I've got to those children. I can't give it up because if I can influence Mrs.__ __ in any way then I've got to stay. And if I can still accept Mrs. __ as a human being with just as much a right to her way of thinking, to her mistakes, and to her own classroom methods then I will grow myself in tolerance of others. I can see that class doing great things - I've still got hope - I couldn't walk out now!

FEBRUARY 6

Tonight I'm so tired I could drop, but it was a good day. I taught a math lesson for the first time. It was really exciting. All the kids were participating and there were no problems. We could feel the excitement and eagerness. These kids are great. I really believe in immediate correction of the work they do. But how can one teacher begin to get around to all within such a short period.

I'm really beginning to feel confident around the children. I know they respect me and even better I know they behave for me and I don't have to raise my voice. I can't wait until the classroom is all mine.

I'm still wrestling in my mind with what I will do with tattling and fighting. And I'm dying to get some of their own ethnic culture into their learning and classroom atmosphere.

But I think I stepped too far into the water today with Mrs. __. After they'd taken the first part of the Botel Reading Test from 2:30-3:00, she told them to put their heads down until she told them to get their coats. Five minutes later, all heads were still down, and Larry got a little anxious and he talked to his neighbor. Mrs. __ took his Botel test and announced that he got a zero and recorded that on his paper. I think every bone in my body overreacted.

I looked at her and quietly said, "You're not really going to give him a zero?" She hesitated, and said, "Maybe not, but he doesn't care anyway," and I replied, "I think he does." She didn't have much else to say to me the rest of the time until we went home. I couldn't help what I said and I knew I had to say something. But that didn't help Larry. Mrs. __ had told them this test would help determine whether they went into the third grade or not. You bet he was worried. I wonder if he wasn't a little confused. His behavior after the test shouldn't affect the score he's rightfully earned.

FEBRUARY 7

I taught the health lesson this afternoon for Dental Health Week. I made a sack puppet and a box of questions. Each child had a chance to ask a question to "Shirley Sparkle" about teeth. Perhaps the lesson was too long and some were chatting to their neighbors but it wasn't disturbing me. The rest of the class was having fun. I moved one boy to the front as he was having trouble

with falling over in his chair. But when I got through Mrs. _____ called 15 names and they were punished by touching their toes for ten minutes. She told me my lesson was good but that it was too long. I should have done half of it another day. Then three boys that were excercising started to smile and laugh. So she slapped their open palm with the ruler. Talk about feeling guilty. I was the one that caused them to talk as the lesson was too long. They were being punished for my mistake!

Mrs._____ told me I'd have to yell at them to keep them in line and she'd give me the ruler to use. And I felt that big lump in my throat again and said, "I can't use a ruler."

So now she knows how I feel about it anyway. But I do think it's wrong for her to ask me to discipline them the way she does. I just won't, it's not me and I don't think it's the way she really wants it to be either.

But no matter how bad a day's been it seems like the children always save the day. Carter asked if he could have the puppet and I said I'd like for him to have it but the whole class will want to use it again. And that maybe we could make our own one day. So they really got ready to go home and I walked them to the front door. Carter stopped and said, "Mrs. (student teacher), I really did want the puppet, but it's all right!" I just squeezed his hand.

The honesty of a child is a treasure.

FEBRUARY 12

Today I faced myself. It's easy to see all the places that Mrs. _____ has failed to help the children. But what about the things that annoy me? What about Betty? How will I treat her motherliness tattling? What would I do to her personality if I had her for a whole year? Is it my place to change her natural role?

I'm beginning to really be aware of my own problem areas. And as I start to cope with one I find a million more.

I also found that I'd lost some of the ground I'd gained in the classroom by being out for two days. It's hard for the children to understand where I go and when I'll be back. Even harder for them to understand and adjust to is that when I'm teaching I don't care if they chatter quietly while a reading group is going on as long as it's not noisy and disruptive to others who are trying to work. But this is a wider field of play than Mrs._____ allows. At times this must be confusing.

Today I got started on my case study. It's going to be interesting and I can hardly wait to get farther into it. I wished I could do a study on each child. They're all so different. I know I'd learn much more than I'd expect.

FEBRUARY 16

I'm beginning to understand my own reactions and even to analyze them. The intensity of this program has really gotten to me

this week. Even though I get depressed (irritated after a complete day's actions) when I get home at night, I fail to see why. It's purely unbelievable what eight hours of self-poking, does to your equilibrium (mentally).

It's great to go through this but I certainly was unprepared for it and had no idea it would turn into this.

I still find it difficult to speak out in the group. I feel uncomfortable around Jeanne and Ardith. They both seem so sure of themselves, yet very opinionated. I'm not sure any more about very many things. I'm finding my reactions to be different than I had anticipated them to be. I'm trying on new ideas and pushing for wider horizons. But to throw these ideas out to a group can only be beneficial when I feel comfortable. When I can realize they would be criticizing the idea and not me. And I'm not so sure about Jeanne especially.

This is bothering me that I don't contribute so there's got to be an answer soon.

FEBRUARY 17

To get my mind away from everything I cleaned my whole house from top to bottom and washed four loads of clothes. I've never worked that hard in a long time on house cleaning. The physical labor was a refreshing change from inner-city thoughts. I think I'm ready to go at it another week. And at this point I can only view it week-to-week as so much goes on around me and inside me.

FEBRUARY 19

I was beginning to grab ahold and to look objectively at my own teaching behavior all through today's seminar. I was beginning to lose the fear I have of being unable to control a classroom.

Indirect teaching coupled with freedom and self-assurance for each child was an answer. It was the climate I want and what I believe all teachers want. I was once again excited to get back to my classroom.

Full of almost new life, as compared to the sickness I felt watching Mrs._____ physically punish children for invalid reasons, I called Mrs._____ to find out the great things that I was sure had happened in the past week that I've been in seminar. And, oh, Lordy it hit me again, only twice as hard. She said they liked the Valentine Party but she finally got rid of Lenny. Lenny was the ten-year-old little bean that she and the teachers did not like because he had sexual tendencies that he should know better not to do!

She went on to tell me she finally had to take him to the principal to whip him! I swallowed hard and all I could say was, "Why did he get whipped?" She explained, "I'd just had all I could take of that boy. When I came in the classroom he was up in front showing off and I had threatened him so much that I had to do something about it."

I didn't feel much like talking anymore. All I could see was a picture of Lonny so willing to please, if he had only a few words of praise and assurance. He's ten and in the second grade. He's too big for the desks, his family is on welfare, he seldom takes a bath; but he's smart and he can smile bigger than anyone else, if he's given a reason to.

So now he's transferred to Miss_____ room. She's about 100 years old and she's been on probation for the last 10 years. The teachers talk about what a bad teacher she is. But it didn't bother my supervising teacher that that's where Lonny was sent. But she did say Lonny would be promoted in reading level (which I had pointed out the need by the Botel Test).

It's time like this that my emotions grab me and tears burst out. How can anyone be so inhuman is beyond me. I ask myself if I can really work with her over and over. And then I think of all the others she's damaging and I can't leave. I know I've got something better to offer these children. And maybe there will be an example for her. I've got to at least try or I'll regret it always.

FEBRUARY 20

I was glad to be back with the kids in the classroom today. It's hard on them and me to be back only one-half day a week. They don't understand what I'm doing. But today topped it all. Essie came up to me and asked when I was going to stay all day. I told her in March. Then she asked if I'd be teaching just the reading groups or if I'd teach more than Mrs._____. I told her more than Mrs._____. Then she came closer to me and said, "Are you going to be a mean teacher or a nice teacher?" I asked her what a mean teacher was. She replied, "One that whips you." So I proceeded with, "What do you think a teacher should do?" "Well," she went on, "you could whip the girls and Mrs._____ could whip the boys." I told her I'd talk it over with Mrs._____. She seemed surprised and almost relieved when she exclaimed, "Would you really?"

I thought about it. Essie hardly ever gets scolded and never spanked. She either feels very threatened or in sympathy with her classmates that do get it.

Lonny wrote a note to my supervising teacher today that said, "I love you, I like you very much, I hope you like me."

Lonny doesn't have a mother and he's starved for attention. Sometimes Mrs._____ says he pretends not to understand the work so he gets extra help. She ignores him then. He showed me the note and was acting silly about it, but he waited patiently while she read it and answered, "I like you when you're nice." He read it and crumpled it up and threw it in the wastebasket.

This teacher has got to be the exception and not the average teacher.

FEBRUARY 22

I'm not quite sure just how I feel about today. I know it's been

a very tiring one. I'm so glad I get to teach tomorrow. I understand the value of our discussion seminars but the action is in the classroom. I miss the kids. I miss the involvement.

I'm also upset because I can't get all the reading done, keep this log up, write lesson plans, work on other projects required, much less even think of when I might visit my area or go to any bars or restaurants. I like to have my life a little more organized and I like to lead my life instead of it leading me! I still love this program a great deal, but it's so frustrating. There's so much I want to do, so much I've not even begun to consider and so little time to do it.

FEBRUARY 27

This morning's session was very informative but I'm beginning to hate our seminar sessions. I want to be out doing, seeing and learning from this. I don't want someone to tell me about it. I have this knowledge. I want to be in the situation and see if I can really work with it.

So this afternoon was welcomed immensely. We got to go in groups of three to certain designated areas to observe and record a survey of a neighborhood area. First we drove the entire area and then we chose certain spots we wanted to visit. So we parked the car and went apartment hunting. We went to two apartment houses as three unmarried girls, new in the city. I reacted to the high prices of rent — $50 for a dirty two-room and share-bath affair. The area was obviously under the surveillance of the city as both managers stressed the idea of no parties, no more than one boyfriend. Drinking was left up to the individual and they openly commented that they had winos. The role-playing was fun for awhile and then it hit me that the manager really did think I was someone who wanted to live there. The woman at the first apartment house really gave us a good talking to about "girl hustlers" that lived across the street and she wouldn't put up with that. But she also pointed out the apartment where they just went in and out of. So possibly it was just a threat. Both managers were very clear on the idea that there were only white people living in the apartments and they seemed proud of this.

The lady told us that it was important to pay your rent each week. And that sometimes it was better to eat less and pay your rent on time.

FEBRUARY 28

This morning's seminar was helpful by the fact that it pointed out the positive character traits of the low economic group. There seem to actually be more positive characteristics then negative ones. This was a welcome view as Mrs._____ doesn't seem to see them in this way.

It's easier to evaluate effective teaching now. As I think back through the lessons I've taught I can see why certain ones were

good and why others never got off the ground

It also gave me more incentive to keep reading all the handouts as I now have something to look for that will be permanently beneficial to me

MARCH 4

Today I was really mad! When I arrived at seminar I learned that we were having a field trip (I had on slacks) and secondly we had a written assignment due. Who knew about it? Only the girls who live downstairs. So now I found out we have to come back to the office on Friday afternoon to get the schedule sheet for the next week. However, it may not be ready until 5:30 p.m. I'm becoming convinced that this program is designed for only single people. It's too bad because the experiences are great — but too much has been expected of us. And I'm afraid my marriage is suffering.

MARCH 14

The session with Dr. _ _ really got down to something we should have reached many times ago. What about being honest and completely open? I think I would have to feel very comfortable with the whole group before I exposed any inner feelings. I don't feel comfortable. It seems as though many people in the group already have their minds made up and they're not willing to get in and really understand someone else.

I can go home and discuss to no end with my husband or in a 1-to-1 relationship with friends in our group. But I'm not motivated in the presence of the total group. Many things go through my mind and yet I don't always say them. It really doesn't matter as someone else always has what they consider the right idea. I don't like to argue with opinionated people; such discussion seems senseless.

However, I still have hopes that our group in seminars will become more comfortable and then I think I will react and so will many more — in honesty.

MARCH 21

The Director asked what the program had done to us in the session with Dr._____. I couldn't respond immediately and I've been thinking a great deal about it. Right now I would see a definite difference in how I respond to discussions of poverty. A friend of mine is taking a class of culturally deprived sociology. In talking with her I found myself in complete amazement. It was so easy for her to talk about poverty. She spoke in big generalizations and set herself apart from anyone who was in poverty. She backed up what she said with studies and certain books.

Yet I found our "feelings" to be on different levels. Poverty has become so much a part of the things I think, the things I read and my heart is involved with the kids I teach. I don't mean in pity but in understanding. I don't teach proverty, I teach individuals who

probably respond differently than middle-class, but they are individuals. It bothers me to hear people talk in generalities about all poverty people. They may have different likes and dislikes, but we're still both humans.

And so I think this program has widened my understanding and awareness of the socio-economic differences. It has given me avenues to work in. But it's most of all shown me what acceptance of all is. Possibly later I will be able to put this all together more cohesively. I find it difficult to express everything that has happened inside of me.

MARCH 25

Today was a change in pace and my entire attitute. Student teaching seems to be off to a good start. It was exciting to have the entire class. And things went very well. The children had difficulty at first getting used to the new rules I set up, but they did fine later in the morning. They respond so positively to praise and work well in a structured setting.

I still don't feel as though I have control of teaching as I don't know the children well enough yet.

MARCH 26

Today was my birthday. The class had a surprise party for me. Cake and cards, that each had designed and wrote verses in, were all the fun. I'll cherish the cards forever. Wow — what a positive self-image they encourage! Tommie drew me as a negro. Sylvia told me to tell Mrs._____ that she's in love with Don. Carter told me I was the greatest teacher, and Dana said she wished I was her teacher instead of Mrs._____. And that hits the highlights. They were good workers all day.

My attitude has recovered from the depression of seminars. I feel so much more alive in the classroom. I feel like I'm giving of myself so much more. I love the freedom to be creative in my lessons.

MARCH 27

I used to think the principal was an all-around good guy. He never appears to be the picture of industry but today topped it all. At 9:30 he plants himself in our classroom door and announced that we should be ready to go to the Children's Theater to see the play "Androcles and the Lion." The children were uncontrollably anxious and excited. I could have thrown a book at him. He'd never told either Mrs._____ or I that we were to go. In fact none of the other teachers knew either. So our class didn't go. They were very restless and disappointed, plus they couldn't seem to grasp the time telling concept.

I'm working on an extreme case of praise and I'm getting wonderful results. They're so hungry for this. A very wonderful thing

did happen to save the day. Little Bart, the dirtiest and dumbest kid in our class, also the least liked, turned in his first completed paper in these days that I've been there. It was really a mess. But I looked at him in the eyes and said, "Bart, that's great, I'm proud of you!" And he smiled a bigger smile than I thought he ever could. There's no way to explain the feeling we both felt. I think he's on the way. There's so much to be done as he's sure he's a little bean to this day.

APRIL 1

Today I really got down to some needs of the kids. We practiced correct writing and their writing did improve. I get so irritated that the children are more concerned about what everyone else is doing but themselves. I'm not sure exactly what I'm going to do about it, but I've got to do something. Maybe this is where I need to use the problem-solving approach and see how second graders cope with it. I think I need to gather more of the data myself to see the kind of situations it occurs in. I'd also like to make a sociogram and refer to it when I get tattles.

APRIL 2

Today was a bad day. Perhaps the weather was bad. The kids were restless, they wouldn't work. I tried everything. Even praise wouldn't work today. So I finally turned the lights out and let them calm down and get ready for the math lesson. This did me good also. Previously, I felt like I was ready to boil. I couldn't get Lionel to do anything! So after the math lesson we had one reading group and played a singing game. This helped. We evaluated what had happened before lunch but when they went to the bathroom it was chaos.

I feel like I've been dragged through three days without any sleep. I'm thankful I only had to be there half a day.

I've got a plan for Larry tomorrow. But I don't know which way to turn. I need new ideas.

APRIL 3

Today was a big change from yesterday. I had a lot more planned for the kids to do while I had reading groups. They were very good workers today. Almost a total change from yesterday. I gave them candy when they went to lunch and they were pleased. I made sure they knew they were getting the candy because they were good workers.

I think I've got some kind of ground to work on with Larry. (sociologist) suggested I talk with him about the picture he drew. Through our short talks he seemed to be more alert in class, he wasn't as withdrawn as he always gets. I'm not ready to draw my real conclusions about the story he has to go with the picture, in fact, I think I will change my case study. I haven't done so terribly

much that it would be a waste of time to change. Larry would be more of a challenge.

APRIL 5

I don't think I should have gone back to school today as I was still sick. My throat hurt so bad and in elementary a teacher has to do a lot of talking, explaining and giving directions. So as my throat got drier I ran out of the patience and I was tense much of the morning. I didn't do the kind of teaching job that I would like to do.

APRIL 8

Today started out to be very exciting. I wasn't afraid about all-day teaching. I was just excited to see if I could really do it.

I had everything planned for every 20 minutes. And then 8:30 the music consultant bops in and says, "When would you like me to come in this morning?" Obviously she has no set schedule — so everything was upset already. The rest of the day seemed to get progressively further behind! I taught spelling, math and reading, and that is all! Something about pacing seems to be a gigantic problem for me. Just getting through the day was a struggle.

I'm sure glad this is student teaching and not my first day on my own! I can get back up and start over tomorrow. I think I have a better understanding of how fast and how much they can take. And the same for me.

APRIL 9

We only had class for half day today. In the morning we watched the funeral of Dr. King on TV. The children could work if they wanted to work.

The whole school was filled with a quietness. Yet, things were nerves all morning as parents came to get their children out of school.

It's so difficult to understand why the children were made to come to school today. They get one week of negro history crammed down their throats and then the day that negro history is made they don't get to observe it with any choice at all. This is the day they need to be with their families. They don't need to be in school.

I was not in the right frame of mind to teach and they weren't in any mood to learn.

APRIL 10

Today I was frightened to go to school. But even more than this I didn't know what to say to the kids. I'm beginning to think riot is the only way the negro community will even be noticed by the whites. Maybe when they become the adversary then they will be respected. But what would I say to any of my kids who had lost their homes, or whose fathers were in jail?

But luckily our district hadn't been looted or burned. Seven children were gone and one boy had been in the tear gas at his house. No one had too much to say.

But for the writing lesson I put one line on the board — Yesterday was the funeral of Martin Luther King. I let them decide what else should be said. They finished with — "He was our civil rights leader. He was a good man. He helped us. We like him very much, and he loved us. If he wouldn't have been shot all this killing wouldn't happen."

Three of the parents came during the day to get their children. But we did as usual. The children were a little more anxious than usual but we tried to have fun and not be too serious.

I was afraid they'd come down from the high school, but they didn't and we were far from danger.

I think today I felt more "white guilt" than I have ever felt. In my heart I suffered with every one of the children I love so much. The unfairness of our world can't be explained, it can't be argued, but somehow there's got to be something else but riots.

I wished more people could have the experience I'm having. I think this has done more for me than anything ever has. I'm just beginning to realize the difference it's making.

APRIL 22

I've got a new problem now — Lionel. He's got me stumped. There aren't any connections to his actions and his feelings. These two boys really give me fits. I can't teach them.

I did more disciplining than teaching. And all my discipline actions were ineffective. There's no way to use a quiet voice in the room. They get out of their seats, they pick on each other, take their pencils until I'm about to lose my mind. These are stupid things but when they occur by the quantity carloads, it's enough to make me want to be a truck driver.

Lonny didn't do any work today again. Don and Betty were ready to fight it out right in the middle of the classroom.

And then Mrs. _____ whipped five boys with the ruler.

APRIL 29

Today I brought cupcakes and made a deal with the whole class. If they got the assigned work done and they didn't get their names on the board for behavioral problems, then at the end of the day, they would get a cupcake. It worked like a charm! Only two boys didn't get their work done. This is a miracle compared to the past performance. The room was quiet all day and everyone worked! Everyone but Larry! Dr. _____ has an idea to help him so that relieves a little of my frustration.

Today is the first time I felt at ease with the class. I was myself. We had some fun and I wasn't constantly "on them." I hope this is the beginning of a dream come true!

APRIL 30

No cupcakes today — the class was back to normal. No motivation. Our whole day was out of whack. We had visitors plus special teachers. They didn't have time to get their work done — even if they wanted to. And Lionel didn't show up today so I'll have to wait until tomorrow to start work with him. I was really disappointed.

Kevin is my giggler and I don't know how to handle that. He shows off every chance he gets. I moved his seat and this seemed to quiet him down a little.

MAY 1

Today was one of the better days. The kids were great. They worked hard and they're beginning to value being good workers on their own. They really crave success experiences.

I made a home visit tonight. It was important as it reminded me of the differences in their life. Often times I've expected too much of them in the classroom. They run and scream and fight in their small apartment. And then they come to school and they must sit in their seats, work and never fight. That drastic change every morning must be a terrific few moments of readjustment.

I wish I could visit every home. There's only one way to get to know your students in the whole light. I really think this kind of experience is the best sensitivity training for individualized teaching.

MAY 2

I'm really concerned about Lionel. This is his third day out and this is unusual for him. I asked the home-school coordinator to please check on him. So I do hope he comes back tomorrow.

This afternoon was really rough. It seems like after I've had one reading group I need to get away from the room. It's a constant struggle to keep things going smoothly and to settle all their fights.

They never seem to listen when I talk. Mrs._____ says my voice is not right. It never sounds firm enough and they don't know when I mean business. I'm trying to work on it but it seemed hopeless today.

MAY 3

Lionel came to school today. I was real excited to get to talk to him. He talked easily for a good half hour. Things just poured out of him. When he was telling things that happened while he was out of school he wouldn't look at me. But his facial expressions were as if he was reliving the situation. I have no idea if he made it up or if these things had happened. But it was a chance to be with him and to let him know that I do care.

It definitely helped me to understand him. Sometimes I really get mad because he doesn't work. I get frustrated because I don't understand him. Having a talk with him helped me to think through

new ideas that could help him. Mrs._____ slapped him once with the ruler for not working. I held back with all I could to keep from saying what needs to be said. I was really disgusted when she knew what I was trying to do and then she hits him with the ruler.

I'm just gaining ground and smash — you could see on his face what it did to him. I thought for a moment he was going to say what he was thinking. You know, no matter how much I do for him he's still going to have to go back to her discipline. Everything I've done will be lost.

I really love those kids and it's tearing me already to realize I only have seven more days. It's not enough time to let the children go back to Mrs._____. I don't know the children's feeling about this but I've got to start preparing myself for it. I know it's going to be hard to walk away from that room and know that all their human worth will be taken away. The behavior-problem children will be little beans again and probably all their lives if they stay in that school. Mr._____ is the only teacher who acts like he even wants to love those kids and I mean the bad ones too.

I'm honestly glad *we're* not going to stay in the system. If this is what is permitted (Mrs._____ is on probation for ten years!) then it stinks! How can those teachers live with themselves?

Next semester please either put CUTE students in this school by the dozens — so they make a difference in the school climate. Or don't put anyone there. I'm really disappointed if this is what teaching is all about.

MAY 6

In the top reading group we read a story about a teacher visiting a student's house. In the story the teacher comes just to get acquainted.

I usually have difficulty in getting the children to express their feelings. But when I asked them, "How would you feel if your teacher came to your house?" I had no trouble with responses. Sylvia said, "If Mrs._____ came to my house I'd hide under the bed." And Larry, the little one I'm so worried about said, "I'd run downstairs and pitch myself to the rats and waterbugs." You can't get much more articulate than that!

We talked about good things to say about teachers. To which the comments were "Not Mrs._____." And Dana said, "I don't trust Mrs._____. She'd tell everything."

And guess what! Mrs._____ was sitting at her desk listening to all of this. Maybe she got the picture! But I think she really likes to be a threat to these children.

That makes it hard for me to keep control when they know I'll only talk to them.

But the talking does change behavior. I have to keep reminding them. But it really changes behavior and ruler whippings don't.

So in all my frustrations I'm reassured at that point.

MAY 8

On days when the discipline problems are great I'm completely exhausted before 3:10. At times they just seem like they're really out to get you. But I'm beginning to become aware of my tolerance level. At that point I leave the classroom just for a minute and get a drink or walk to the end of the hall and back. But at these times I've got to get away for a few seconds and collect my patience. I don't like to get angry at them. And often times their actions are natural for second graders. But I can't take the continued performance when I'm trying to teach.

I'm beginning to see things really happen to a few of the children. Three girls have really turned into good workers. Their work has improved and they really want to do it. This is a great thrill for me.

And then there's another thrill that will always be with me. I'd been having a lot of problems with Tommie always hitting people. We talked about it alone. I finally put my hands on his shoulders and said, "You know, Tommie, I think you're a good kid and I like you a lot." I could hardly go on to say what I expected him to act like in second grade because his eyes got big and he really seemed to smile all the way through! Since then he always waits for me in the morning by the front door.

How little it takes to show someone that they are important! I wished I could be sure that these kids all feel that way. I wished I could be as sure of that as I am of their academic work. Because that is a real need.

What will happen to Kevin who giggles and wiggles and disrupts every reading group? Will anyone take time to see that his glasses get fixed or that he gets enough attention so this giggling doesn't become a part of his whole personality?

And then I don't think I'll ever forget Lonny. It really tears me up to think about what's going to happen to him in three years. And it's even more frustrating to know that all I've done has had no effect on him. I can see no difference. I realize that it's not going to change overnight but it's horrible to feel so concerned and know that there's no more time left to be of any significant worth.

MAY 10

I'm still fighting the giggler. And now Kevin mimics what I say. If I ask the class to be quiet or if someone is doing something wrong and I speak to them — he mimics me. There's nothing more irritating than that. But I'm going to try a new approach on Monday. I'm going to try to ignore his bad giggles unless they are very disruptive. And then I'm going to reinforce all the times he doesn't giggle. I've talked a lot to him and I really think he's only seeking attention. So if I give him attention for not giggling it should have an effect on him. I only wish Mrs._____ would work with me on this.

I told the children that I would be leaving on Tuesday. They said all kinds of things. But it's terrible that Arnold said, "Oh, oh, now

the reading groups are going to get bad." And I asked him what he meant and he said that Mrs._____ always hits them with the ruler when they don't know the right answer. It makes me feel like every effort I've made for these kids to feel important, worthwhile and successful will be destroyed in the remainder of the time that is left of this school year.

How do you say good-bye to that? I really feel like I'm not going to be able to walk out that door on Tuesday.

MAY 13

Today Mrs._____ was sick and they couldn't get a substitute. I had the whole class all alone. Everything went well. The kids were normal. I think we had a good day. They weren't required to be quiet every minute. I was more relaxed because I knew Mrs. _____ wasn't going to go around and whip someone that I had been praising or working with.

MAY 14

Today was the last day of student teaching. We had a big party as this was what we decided yesterday when we talked about how you make friends and how you say good-bye.

Many children gave me big hugs. One brought me a package of bobby pins and another a calendar. They made me a crown.

I really thought our party was a nice good-bye. I had time to talk to them individually while some danced.

I wrote a separate note to each one and gave them an animal knickknack. Many have my address and want to write to me.

I felt we all prepared ourselves for leaving. It was not as difficult as I had thought it would be.

The semester ended; the student was graduated; and, with her husband, moved to another state. Fortunately the record does not stop at that point. Among the many letters received by the staff from former students, one was from this person. It was written after one semester of teaching experience. From this letter one can see clearly her continuing effort to gain deeper self-insights and a broader understanding of children's needs.

I was disappointed when I first came to Central City this summer. I couldn't find any signs of poverty. I couldn't see anything but affluence. And so I visited my school. I did the neighborhood survey. Still I felt all my training was useless now. I carried this same feeling with me to the first day of school. And possibly into the first few months. I was disappointed. These kids were smart. Only 33 percent came from broken homes. I was really wondering what the teachers had to gripe about, as they did. I felt extremely uncomfortable. I didn't like teaching.

Each day was a drag. In second grade they don't learn many new things; the whole situation lacked the challenge I was taught to find and deal with.

And then something seemed to happen as I got to be a part of these children's lives. I did home visits. I found the homes looked just like the ghetto. But I had to go inside. I found lonely people who didn't know how to cope with their situation. I found children in my own classroom whose mothers "worked in their own home" and fathers who solicited for them. And I found that the children did have emotional problems and learning disabilities. But the sad thing is that I had to go in search of these things. For the majority of Central City sees only what I did at first. They, too, think there is no problem. They don't want to know how some people have to live their lives.

They can't go on a tour of the inner city, and see despair. But Lord it is here! It is present in many people's lives. I started talking with people about it. I go to many church meetings where people sit and ask what they can do. And then I had to do a lot of thinking about what answer do I give, or do I give one? How can one person "do something about poverty" until they quit treating it like a disease and find that people live here who suffer the same feelings they do. How do you teach people with three cars, two children, a successful business and a $40,000 home that life has much more to it? I fought with this in my mind for a long time. I couldn't talk about poverty if I had no way that people could plug into it. I still fight with myself for a more definite answer, but one great thing has come out of it. I was at a small group meeting one night that racial marriage was discussed — heatedly. Afterwards I invited anyone who liked to come to my school. I said I could always use help as these kids crave personal attention. And from that meeting, I now have a 3-day a week teacher's aid-volunteer. She's great with the kids. However, she still thinks that she'll never get attached, as these children are negro. She's never touched one. But I'm waiting for the day that Pearl will throw her arms around this woman.

And so I felt that I had made a breakthrough. But as I continued to discover the deeper part of these children's lives I became more attached. I couldn't forget them. I've been known to take some children home with me to make cookies, to buy the Christmas tree for our room, or to go to a movie with my husband and me. But none of this ever changes behavior. I was demanded to be fair by the very nature of my kids. And I stood up to teachers when I thought my kids were in the right.

The greatest thing I've learned, however, is that each

kid must trust you. He must believe that you believe in him no matter how much he louses up. He's got to have enormous amount of praise and success experiences. And he must have positive discipline (reinforcement for the right way to act) and he must have a structured environment.

Perhaps those are just things that came to be realities to me. I was first introduced to all that in the CUTE program. But what I had to learn on my own was the most difficult. You see, I became so tied up in the lives of my children that I was merely responding to a stimulus. I had no control over where I, myself, was in all this. Sure you can hurt with a kid, you can understand how he feels, and you can guide and reassure him through these times. But you must not lose yourself. You must keep your mind free and be somewhat objective as to what is really happening or it will engulf you and swallow you up.

No, Central City has no glaring ghetto, but how a teacher learns to deal with her feelings and those of her kids is no different — whether the ghetto is visible or locked behind the doors. I've got a long way to go before I will be the teacher I want to be. But I'm discovering and learning more than I thought possible.

I'll conclude with one last bit of feeling. I think I could use a refresher course. My husband can hardly believe me when I tell him this. I've only been teaching six months and I long to share ideas I've learned, new teaching methods, significant experiences, and just plain old shop talk with people that share CUTE values and talk the same language.

Our school has some great teachers as far as subject matter is concerned, but I can share my real feelings with only two. One of these taught in Watts and understands. Perhaps this can become a reality this spring or summer. What are the chances of this sort of reunion? . . .

This student was undoubtedly more sensitive and better able than most students to verbalize struggles within her. Yet, nearly all have given some indication of similar feelings and conflicts.

Each semester brings a new group of candidates. Feedback is received regularly from personal contacts and letters from graduates. The record is still being written. Hopefully, the staff continues to grow with the passing of each semester. The most recent evidence of the program's impact came in the form of a plaque presented to the staff by the most recent group of graduates. On it is the following inscription:

"Now I have known you
And knowing you
Now I
Have known me."

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